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If you have any question regarding the publishing of this bulletin please contact the Office of the University Registrar at univregistrar@georgetown.edu.
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Welcome

Georgetown University Undergraduate Bulletin

Georgetown University is an institution of a national and an international cast. Founded in 1789 to educate citizens for the new republic, it is located in close proximity to the nation’s seat of government and to the numerous international organizations that have roots in Washington. Not surprisingly, it attracts faculty and students from all 50 states and from countries around the world.

Georgetown is committed to a view of reality which reflects Catholic and Jesuit influences. It neither wishes nor expects all members of the University community to be Catholic, but it does assume that all of them share a basic, widely accepted view of humankind. It sees all persons as essentially equal, as endowed with a human dignity always to be respected. It sees its own function as being the service of humankind through teaching, research, and other activities that properly flow from these. In particular it wishes these convictions as to the dignity of the individual to be manifested in all its campus life; it believes that, as far as possible, the relationships among faculty, students, and administrators should be personal ones. It seeks to open its arms, in the fullest sense of ecumenism, to those of all beliefs and all races.

Finally, as an institution that is Catholic, Georgetown believes that all persons are children of God, called to a life of oneness with God now and in eternity. It imposes no religious creed on any faculty member or any student, but it expects them to respect the religious convictions of each person.

The University is composed of three graduate and professional schools—law, medicine, and the Graduate School—and four undergraduate schools—Georgetown College, the Edmund A. Walsh School of Foreign Service, the McDonough School of Business, and the School of Nursing and Health Studies. In the summer and for adults during the year, the School of Continuing Studies offers academic programs.

Georgetown University is accredited by the Commission on Higher Education for the Middle States Association of Colleges and Schools.
Georgetown University: A Brief History

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“Congratulations, venerable Mother . . . ! You alone, among all the colleges, have lived as long as the republic.” That inscription, in Latin, greeting the visitors to the celebration of the completion of Georgetown’s first century in 1889, reminded them of the University’s unique origin as an American Catholic institution of higher learning. Two seemingly unrelated events created the conditions for this establishment of the first Catholic college in the United States: the Suppression of the Society of Jesus and the American Revolution. When Pope Clement XIV, under pressure from the courts of Europe, suppressed the Jesuit order in 1773, Reverend John Carroll, a Marylander who had entered the Society in Europe in 1753, and remained there to teach in Jesuit colleges, returned home in 1774. Had the Society not been suppressed, it is highly unlikely that Carroll would ever have seen America again. A year later he became a staunch supporter of the revolution against England. For Catholics the revolution meant the opportunity to free themselves from the civil disabilities that had plagued them and other minorities in most colonies, including Maryland. With independence Catholics were now able, at least theoretically, to vote, hold office, worship publicly, and educate their children in their own schools.

No one saw more clearly the needs and possibilities for the education of the Catholic community in the young republic than did Carroll, whom Rome appointed as first head of the American Church in 1784. Carroll wanted to take full advantage of the unprecedented freedom given to the Church in the United States to establish a school in the liberal arts tradition that had so distinguished Jesuit education for more than 200 years. He wanted his academy to be “the mainsheet anchor” of American Catholics, an institution that could uniquely “give consistency to our religious views in this country,” by fostering an education that would combine the best of the Catholic and republican cultures. Under Bishop Carroll’s leadership, ex-Jesuits established Georgetown in the late 1780s. In 1789 he secured the deed to some sixty acres of ground on a hill overlooking the village of Georgetown, a thriving tobacco port in Maryland. A few months before the academy opened in January 1792 the bishop learned that the capital would be established in the neighborhood. It “gives a weight to our establishment,” he noted, “which I little thought of when I recommended that situation.”

Lack of resources—money, faculty, and students—severely crippled the College during its first two decades. With the partial restoration of the Society of Jesus in 1805, the order was given the direction of the institution. For the next forty years European Jesuits constituted a substantial portion of the faculty and were responsible for the significant contributions that Georgetown made in the sciences in the second half of the century, most notably in astronomy. A year after the complete restoration of the order in 1814, the College secured its first charter from the United States government. In accordance with Carroll’s determination that his academy “open to Students of every religious Profession,” nearly a fifth of the students during the first ten years were Protestants. By the 1830s Jews were attending the College. Throughout the nineteenth century religious pluralism characterized Georgetown’s student population.
From the beginning Georgetown was a national, indeed international school. Its proximity to Washington with its diplomatic community was obviously a major reason for its cosmopolitan character but not an exclusive one (in the 1790s, for instance, nearly 20 percent of the students came from the West Indies). Its faculty was as diverse in origin as its students, not only Jesuit emigrés from Poland, Italy, Germany, and Belgium, but also Sulpician refugees from France between 1791 and 1815.

By and large, however, Georgetown was a southern college in the antebellum period. Of its alumni who served in the Civil War, more than four-fifths were Confederates. The war nearly closed the College. The student enrollment fell from 313 in 1859 to 17 in fall 1861. Federal troops briefly occupied the campus in the first month of the war. In fall 1862 several of the College buildings were turned into a hospital for four months after the Second Battle of Bull Run (Manassas).

In the postwar decades the College increasingly became more northern and Catholic, but the majority of students continued to range between the ages of 10 and 16. By 1871 Georgetown comprised not only the College on the hilltop, but also two professional schools of medicine and law in the city, founded by local doctors and lawyers in 1849 and 1870, respectively. Two presidents in the last three decades of the century attempted to convert these loosely connected schools into a university. Reverend Patrick Healy, S.J., the son of a Georgia planter and his common law slave wife, as prefect of studies (1868–1878) and president (1873–1881) reformed the College’s curriculum, with a new emphasis on history and the natural sciences. To provide adequate library, classroom, laboratory, and residential facilities he constructed the magnificent Flemish Renaissance structure that now bears his name. At the professional level he oversaw the lengthening of the programs in both medical and legal education from two to three years. In 1880 he founded the Alumni Association.

Reverend Joseph Havens Richards, S.J., the son of an Episcopal priest, continued Healy’s efforts during his decade-long presidency (1888–1898). Richards began graduate courses in the arts and sciences, built new facilities for the law and medical schools, including a hospital, and thwarted efforts to transfer the professional schools to the new Catholic University of America. During these years Georgetown began to establish a national reputation in baseball and football. Expansion at the professional level continued in the new century. The Washington Dental College was acquired in 1901. Three years later the nursing school was founded to provide support for the University Hospital. By 1914 the total University population was 1,378, of whom 912 were in the law school, one of the nation’s largest, and exclusively a night school until 1921. (A college degree was not yet required to study law.) Dr. George Kober, dean from 1901 to 1927, ably led the medical school through the period of reform that revolutionized American medicine in the early part of this century.

World War I caused a brief decline in the professional schools. On the main campus the entire student body was mobilized by law into the Students’ Army Training Corps. In 1919 the Preparatory School completed its separation from the University with its relocation in suburban Maryland. That same year the School of Foreign Service was founded under the direction of earlier Jesuits and Reverend Edmund Walsh, S.J., to prepare students for careers in diplomacy or international business. Within five years the enrollment reached 500.
In the 1920s University enrollment nearly doubled, with substantial increases in all schools, except law. New facilities—New North, Copley, White-Gravenor, the Medical-Dental building—reflected the growth. The football team, a national power since 1914, peaked under Coach Lou Little in the late twenties.

The Depression was a period of consolidation for Georgetown. Under the presidency of Reverend Arthur O’Leary, S.J., the Graduate School was formally organized and faculty recruited for selective programs in mathematics, the natural sciences, economics, history, and government. O’Leary also revitalized the Alumni Association with James Ruby as first director. He was also responsible for the brief revival of intercollegiate football under Jack Hagerty in the years preceding World War II.

The second “Great War” transformed the main campus from a college to a testing center for the Army Specialized Training Center. By 1943 there were but 130 students at the law school. The medical school alone kept its prewar enrollment. In 1944 the Graduate School admitted women for the first time.

As in the 1920s enrollment virtually doubled, as the GI bill opened the University’s doors to many who could not have considered such an education before the war. Temporary buildings accommodated the overflow of students. Substantial numbers of lay faculty were hired on the main campus and at the Medical Center. The new hospital was opened in 1947. Under the presidency of Reverend Edward J. Bunn, S.J. (1952–1964) the University entered the modern world of higher education with the restructuring of schools and the introduction of professional standards for faculty. Two new schools were established from the School of Foreign Service: the School of Languages and Linguistics (1949) and the School of Business (1955). The School for Summer and Continuing Education, now the School for Continuing Studies, was organized in the 1950s.

Recent decades have been a remarkable period of growth and achievement for the University, with Georgetown taking its place among the nation’s leading institutions of higher education. Georgetown is dedicated to excellence in undergraduate education, and its undergraduate students rank among the finest in the country, as the growing number of Rhodes, Marshall, and Mellon fellowships won over the past several years attests. Their faculty are accomplished in teaching and research. The University is home to leading centers of scholarship in a variety of academic disciplines such as German and European Studies, Contemporary Arab Studies, and Muslim-Christian Understanding. The Medical Center continues to build upon its tradition of excellence in education, research, and patient care, establishing itself as a leader in the interdisciplinary fields of cancer research, child development, and the neurosciences, as well as the ethical dimensions of science and medicine. The Law Center ranks among the top law schools in the nation in the quality of its faculty and programs, gaining particular distinction for its leading clinical and international programs. Now in its third century of service, and in all of its endeavors to sustain and strengthen its position among the nation’s leading institutions of higher education, Georgetown remains committed to its founder’s vision and its Catholic and Jesuit tradition, striving to educate new generations of capable and responsible leaders and undertaking inquiry, contemplation, and discourse which advance human knowledge and, in turn, the common good.
Georgetown University admits qualified students regardless of age, sex, religion, race, handicap, color, immigration status, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, religion, race, sexual orientation, handicap, color, immigration status, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school administered programs.

High School Preparation

While the Committee on Admissions is most interested in the quality of a student’s work, general promise, and seriousness of purpose, it is recommended that secondary school preparation include a full program in English, a minimum of two years of social studies, modern language, and mathematics and one year of natural science. Students who plan a concentration in mathematics or science should include four years of mathematics and at least three years of science. Candidates for the concentrations in the School of Nursing and Health Studies should include at least three years of mathematics and must include one year each of biology and chemistry. Physics is also recommended for nursing candidates.

Students interested in The McDonough School of Business should complete a minimum of three years of mathematics, through advanced algebra and trigonometry, as calculus is required of all students in the program. Two years of natural science are recommended. Because computers are used extensively in the curriculum, a course in computer science is highly recommended.

Students interested in the Faculty of Languages and Linguistics or the Walsh School of Foreign Service are expected to have a background in a modern foreign language.

Standardized Tests

All applicants are required to take the SAT Reasoning Test offered by the College Board or the ACT Assessment offered by the American College Testing Program. Both tests are acceptable, and on neither test will the Writing component be utilized in admissions decisions. In addition, it
is strongly recommended that candidates submit results of three College Board SAT II Subject Tests. Those three tests may be any three of the applicant’s choosing, although it is recommended that applicants to the Faculty of Languages and Linguistics submit a modern language score. All tests should be taken by January of the senior year at the latest, in order to allow time for the results to reach Georgetown by early February. Any candidates who have studied a foreign language and intend to continue to study it at Georgetown should take an SAT II Subject Test in that language to determine the appropriate level for further study. The test should be taken no later than June of the senior year.

The University requires that scores from standardized tests be submitted directly from the testing agency; please indicate Georgetown’s code number when requesting score reports (SAT code 5244; ACT code 0668).

It is important to note that, while objective test results provide important information about candidates, the Committee on Admissions is far more concerned with school record, academic program, and rank in class than with test scores. There are no cut-off scores.

**Application Procedure**

All first-year student applications are due in the Office of Undergraduate Admissions by the announced deadline (Early Action November 1; Regular Decision January 10). These applications should contain the results of three and one half years of high school work. A complete application should include:

- Georgetown Application for First-Year Admission
- Georgetown Application Supplement
- Secondary School Report (including transcript and counselor recommendation)
- Teacher’s Recommendation
- A Nonrefundable Application Fee
- Results of the College Board SAT I examination or the American College Testing Program (ACT) examination sent directly from the testing service
- It is highly recommended that scores from three College Board SAT II Subject Tests be sent directly from the testing service
- No application will be considered until all of the above credentials have been received. A notice of missing credentials will be sent via e-mail, but students should make every effort to ensure credentials are submitted on time.
- Students seeking financial assistance should submit a copy of the Free Application for Federal Student Aid (FAFSA) and the CSS PROFILE (administered by the College Board). Financial need is considered separately from the application for admission.

**Early Action**

The Early Action program is designed to enable superior students to learn of their admission early in their senior year. Students offered admission at Early Action are those whom the Admissions Committee feels confident would be admitted at Regular Decision. Georgetown’s Early Action program is grounded in the belief that students should be free to choose among
colleges until the Candidates Reply Date. Accordingly, accepted students will have the same reply date (May 1) as all candidates.

In keeping with this principle, students applying under the Early Action program may not apply at the same time to binding Early Decision programs since they then would not be free to choose Georgetown if admitted. Students are welcome to apply to other Early Action programs or other Regular Decision programs while at the same time applying to Georgetown’s Early Action program. No candidates are denied admission at this time; candidates not accepted under the Early Action program are deferred to the regular review. Deferred Early Action candidates are given the same full and fair consideration as Regular Decision candidates.

Applicants for Early Action must indicate their interest in being considered for this program in the space provided on the application form. The admissions application and all credentials for Early Action must be received at Georgetown by November 1. Please note that the Early Action review is based on information from first, sophomore, and junior years, so it is not necessary to rush SAT Subject Test results to the Office of Undergraduate Admissions. Fall scores will be added to an applicant’s file if the student is deferred to the Regular Decision review. Early Action decisions will be announced December 15.

**Campus Visits**

Students interested in Georgetown are encouraged to visit the University. A [campus visit](#) will provide prospective students with a clearer understanding of Georgetown’s educational programs, environment, and social setting.

Information sessions, conducted by members of the Admissions staff, offer prospective students and their parents visiting the campus an opportunity to learn more about the academic programs and student life at Georgetown, as well as the admissions process and procedures. Information sessions and tours are held on weekdays and Saturday mornings throughout the year on a variable schedule. Please contact the Office of Undergraduate Admissions at (202) 687-3600 or [visit the website](#).

**Interviews**

Another important part of the selection process at Georgetown is an interview with a member of an Alumni Admissions Program committee located in all fifty states and in many foreign countries. As applications are received by the Office of Undergraduate Admissions, each student who lives or attends boarding school within a committee’s jurisdiction is provided with the name of an alumni interviewer and asked to make arrangements for an interview. This interview provides candidates an opportunity to highlight particular aspects of their background and achievements which they would like to call to the attention of the Admissions Committee, as well as to learn more about the University from the point of view of the local alumnus.
Advanced Credit

Georgetown participates in the College Board Advanced Placement Program and awards course exemptions and college credit to entering students with qualifying scores (see policies below). Applicants who seek advanced placement because they have taken one or more of the Advanced Placement Examinations should have the examination results sent to the Advanced Placement Coordinator in the Registrar’s Office during the summer prior to enrollment.

Georgetown participates in the International Baccalaureate Program and awards credit to entering students with qualifying scores. For any IB subjects that receive credit (see policies below) credit is only awarded for a score of 6 or 7 on the IB Higher Level exams. No credit is awarded for IB Standard Level exams. If a student has both AP scores and IB scores eligible for credit in the same subject, the student may apply credit from the AP exam or the IB exam, but not both.

Students taught college-level courses by high school faculty are not eligible for credit in those courses, but are encouraged to take the Advanced Placement Examinations in order to be considered for credit. Students who have had occasion to take one or two regular college courses while in high school should submit an official college transcript for evaluation prior to enrollment.

Students who are enrolled in joint high school/college programs (taking college courses on college campuses while working concurrently for high school and college credit) are advised to apply as first year students, but should not expect credit for more than four courses. Participation in such programs will not significantly shorten the length of a degree program at Georgetown.

Transfer credit will be awarded for the French Baccalauréat, the Italian Maturità, the Swiss Maturité, the German Abitur, and the British A-Levels. Up to a year of credit is awarded for subjects in which students have taken a national or state examination. Language credit is awarded based on placement. Final credit will be determined by the program in which students matriculate and upon departmental review.

Credit Transfer for 13th-Year Programs

Credit award for 13th-Year Programs will vary by School. See the individual School website for further information.

1. French Baccalauréat: must receive minimum grade of 10 for credit to be awarded. No credit awarded for English unless literature course within the option internationale. Language credit awarded based on placement. No credit for French language, only for French literature.
2. Italian Maturità: must receive minimum grade of 7 on transcript for credit to be awarded and must receive minimum of 70 (100 is highest grade) on the overall maturita for credit to be awarded. No credit awarded for English. Language credit awarded based on placement. No credit for Italian language, only for Italian literature.
3. Swiss *Maturité*: must receive minimum grade of 3 for credit to be awarded. No credit awarded for English. Language credit awarded based on placement. No credit for French language, only for French literature.

4. British A-levels: must receive grade of C or better for credit to be awarded. Language credit awarded based on placement.

5. British AS-levels: must receive grade of C or better for credit to be awarded. Language credit awarded based on placement. Each AS-level should be credited as one course, half the normal award of an A-level.

6. German *Abitur*: must receive minimum grade of 8 (on 1–15 scale, with 15 being the highest) or *befriedigend* if no numerical grade assigned for credit to be awarded. Credit awarded only for subjects in which Abiturprüfung (national examination) has been taken. No credit awarded for English. No credit for German language, only for German literature.

7. Netherlands VWO: must receive minimum grade of 6 (on 1–10 scale, with 10 being the highest) for credit to be awarded. No credit awarded for English. No credit for German language, only for German literature.

8. Franco-German *baccalauréat*: must receive minimum grade of 7 (on 1–10 scale, with 10 being the highest) for credit to be awarded. No credit awarded for English. No credit for French or German language, only for literature.

**Credit Awards**

Maximum award for each subject shall be six credits/two courses, except for British AS-levels where maximum is three credits/one course. Other international high school programs and diplomas will be evaluated for transfer credit on a case-by-case basis.

**2015-2016 AP Examination Policy**

Georgetown’s Advanced Placement Examination Policy reflects the different graduation requirements of the undergraduate schools by making awards based on the student’s school and major. The policy is listed by test below. Georgetown does not award exemption or credit for a score of 1, 2, or 3, and it does not award sophomore standing, although there is no limit to the number of credits that can be awarded. The credits awarded are translated into Georgetown courses at a rate of 3, 4, 5, or 6 credits per course. These credits and courses can be used to graduate early. For transfers, qualified scores will be considered during the credit evaluation process along with their college courses. The student is advised to consult with his or her faculty advisor or Dean’s Office as to how the award affects course selection. If a student takes a course for which Advanced Placement credit has been received, then the student loses the Advanced Placement credit previously awarded for that course. This policy is reviewed annually in consultation with the deans and the academic departments and is subject to change.

In the field of languages, the results of the Advanced Placement Examinations are considered together with results of SAT II scores or Georgetown placement examinations. The placement examinations are administered to new students during Orientation in the fall and are necessary if a student has not taken the SAT II and wants to be considered for course exemption and college credit.
The tests are listed in alphabetical order. Course titles follow the course numbers. Course descriptions can be found online at [http://courses.georgetown.edu](http://courses.georgetown.edu). School codes used below are as follows:

- COL, Georgetown College;
- SFS, Walsh School of Foreign Service;
- MSB, McDonough School of Business; and
- NHS, School of Nursing and Health Studies.

**Art History** For a score of 4 or 5, the student will receive three credits (one course) in Art History and be excused from taking ARTH-101 and ARTH-102 for the major or minor. Art History majors who receive AP credit are therefore required to complete nine rather than ten courses for the major. The credited tenth course is a free elective that does not fulfill a specific area distribution within the major. Art History minors who receive AP credit are therefore required to complete five rather than six courses for the minor. Only in unusual circumstances and with the approval of the advisor may an Art History major or minor with AP credit be permitted to take ARTH-101 or 102 for credit toward the major or minor. AP credit in Art History will not fulfill the core Humanities: Art, Literature and Culture requirement.

**Art Studio Portfolios**

**Art Studio Drawing** For a score of 5, the student will receive three credits for ARTS-110 (Drawing I); however, this credit will not fulfill the student's core Humanities: Arts, Literature and Culture requirement. For a score of 4, the student will not receive credit but will receive a waiver for ARTS-110 (Drawing I).

**Art Studio 2 D Design** For a score of 5, the student will receive three credits for ARTS-100 (Exploring Art: Form & Meaning); however, this credit will not fulfill the student's core Humanities: Arts, Literature and Culture requirement. For a score of 4, the student will not receive credit but will receive a waiver for ARTS-100 (Exploring Art: Form & Meaning).

**Art Studio 3 D Design** For a score of 5, the student will receive three credits for ARTS-100 (Exploring Art: Form & Meaning); however, this credit will not fulfill the student's core Humanities: Arts, Literature and Culture requirement. For a score of 4, the student will not receive credit but will receive a waiver for ARTS-100 (Exploring Art: Form & Meaning).

For students who receive 5’s on all three studio exams, a maximum of six credits will be awarded for Drawing I (ARTS-110) and ARTS-100 (Exploring Art: Form & Meaning); however, these credits will not fulfill the student's core Humanities: Arts, Literature and Culture requirement.

**Biology** For students who are not majoring in any of the majors from the Department of Biology, a score of 4 or 5 will earn three or four credits, respectively, at the level of a one-semester course for non-majors. For COL students, these credits will count toward half of the core requirement in math/science and will complete the requirement if used in proper combination with a math or computer science course. For NHS Healthcare Management and
Policy & International Health majors, these credits count as free elective credit. Nursing and Human Science majors are required to take HSCI-101 and 102 (Human Biology I and II). For SFS, these credits count as free elective credit and may not be applied toward a major in Science, Technology, and International Affairs. For MSB, these credits count toward a liberal arts elective requirement.

Majors in the Department of Biology (including Biology, Biology of Global Health, Neurobiology, and Environmental Biology) with an AP score of 5 will earn the equivalent of a one-semester four-credit non-majors course and will receive two credits applied to the total credits required for the major. Majors with an AP score of 4 will earn the equivalent of a one-semester three-credit non-majors course and will receive one credit applied to the total credits required for the major. Regardless of AP score, all majors are required to take BIOL-103/113 (Foundations in Biology I with laboratory) and BIOL-104/114 (Foundations in Biology II with laboratory).

For students who score a 4 or 5 on both the AP Biology exam and the AP Environmental Science exam, credit will only be awarded once. Students may apply credit from one of the AP exams or the IB exam but not both. (Note that majors in Neurobiology are not eligible to receive credit towards the major for the Environmental Science exam).

**Chemistry**  
All students with a score of 4 receive three credits at the level of an introductory one-semester course for non-majors. For COL students, this credit counts toward half of the math/science core requirement and will complete the requirement if used in proper combination with a math or computer science course. These credits do not count toward a science major/minor or pre-med requirements. If the student is a Chemistry or Biochemistry major, they will take CHEM-055 (General Chemistry Lecture I for Majors) and CHEM-057 (Gen Chem Lab for Majors) in the fall term. All other science and pre-med students who plan to continue their study of chemistry should take CHEM-001/009 (General Chemistry Lecture and Lab I) in the fall term.

Students with a score of 5 will receive three credits for CHEM-001 (General Chemistry Lecture I). This credit counts toward half of the math/science core requirement and will complete the requirement if used in proper combination with a math or computer science course or CHEM-002 (General Chemistry Lecture II) in the spring term. Chemistry or Biochemistry majors (*who are not also pre-med students*) with these credits MUST enroll in CHEM-057 (Gen Chem Lab for Majors) in the fall or in CHEM-064 (Intro Research Experimentation). If the student takes CHEM-001 or CHEM-055 (General Chemistry Lecture I) in the fall, they will forfeit the AP credit.

Pre-med students, *regardless of major*, with a score of 5 will receive three credits at the level of an introductory one-semester course for non-majors. These credits do not count toward a science major/minor or pre-med requirements. These students will take CHEM-001 (General Chemistry Lecture I) or CHEM-055 (General Chemistry Lecture I for Majors) in the fall with the appropriate lab.
For NHS Healthcare Management and Policy & International Health majors, these credits count as free elective credit. Human Science majors are required to take CHEM-001 (General Chemistry Lecture I).

For SFS, AP credits in Chemistry will be credited as free electives and may not be applied toward a major in Science, Technology, and International Affairs.

For MSB, these credits count toward the liberal arts elective requirement.

**Chinese**  For a score of 4 or 5 and placement beyond CHIN-112 (Intensive Second Level Chinese II) on the Chinese placement test (Parts I and II), the student will receive six credits for CHIN-112 and be exempted from Intensive First Level and Intensive Second Level Chinese. For COL, this credit will satisfy the core requirement in language. Students who place into CHIN-112 or below will not receive credit.

**Computer Science**  For a score of 4 or 5, the student will receive three credits for COSC-010 (Intro to Information Technology). For BS Computer Science majors, this credit is not applied to the major and will count only as a free elective toward graduation requirements. For AB Computer Science majors, this credit can be applied to the major. For COL, these credits will count toward half of the core requirement in math/science and will complete the requirement if used in proper combination with a course in the Biology, Chemistry, or Physics department. For SFS, AP credits in computer science will be credited as free electives and may not be applied toward the major in Science, Technology, and International Affairs. For MSB, these credits count toward the liberal arts elective requirement. For NHS, these credits will count as a free elective.

**Economics**  For a score of 5 on the Microeconomics exam, the student will receive three credits for ECON-001 (Principles of Microeconomics). For a score of 5 on the Macroeconomics exam, the student will receive three credits for ECON-002 (Principles of Macroeconomics). Students with a score of 5 on both of the AP exams may proceed to upper level courses and cannot take any of the principle courses (ECON-001, 002 and 003). Students with a score of 5 on only one of the AP exams normally take the opposite principles course. If the student takes ECON-003 (Principles of Economics: Macro and Micro), they will forfeit the AP credit in economics and take one additional ECON elective.

COL students with a strong high school background in micro and macro economics and/or who have taken both AP economics but did not score a 5 on either of the AP exams are encouraged to take ECON-003 and take one additional ECON elective.

For SFS, if a student takes ECON-003, the student will have to take ECON-243, ECON-244, and another ECON-labeled course (without double-counting with the major) to complete the 4-course ECON requirement in the SFS core, making this option recommendable only to students with strength in economics and mathematics.
For MSB students, with a score of a 4 on both exams (Macro and Micro), they may take ECON-003 and one additional ECON course (either ECON-101, 102, 103, or 104) to complete their one year of required economics.

**English** (either exam)

If a student takes both exams, then the higher score is used because credit is awarded only once for both exams. Credit is awarded for a score of 4 or 5.

COL, SFS, NHS and MSB students with a score of 4 or 5 receive three credits for WRIT-015 (Writing and Culture Seminar).

**Environmental Science**  For students who are not majoring in any of the majors from the Department of Biology, a score of 4 or 5 will earn three or four credits, respectively, at the level of a one-semester course for non-majors. For COL students, these credits will count towards half of the core requirement in math/science and will complete the requirement if used in proper combination with a math or computer science course.

Majors in the Department of Biology (including Biology, Biology of Global Health, and Environmental Biology) with an AP score of 5 will earn the equivalent of a one-semester four-credit non-majors course and will receive two credits applied to the total credits required for the major. Majors with an AP score of 4 will earn the equivalent of a one-semester three-credit non-majors course and will receive one credit applied to the total credits required for the major. Majors in Neurobiology will not be granted credit towards the major for the Environmental Science AP exam, although they will receive college credit. All majors are required to take BIOL-103/113 (Foundations in Biology I with laboratory) and BIOL-104/114 (Foundations in Biology II with laboratory).

For NHS Healthcare Management and Policy and International Health majors, these credits count as free elective credit. Nursing and Human Science majors are required to take HSCI-101 and 102 (Human Biology I and II). For SFS, these credits count as free elective credit and may not be applied toward a major in Science, Technology, and International Affairs. For MSB, these credits count toward the liberal arts elective requirement.

For students who score a 4 or 5 on both the AP Biology exam and the AP Environmental exam, credit will only be awarded once. Students may apply credit from one of the AP exams or the IB exam but not both.

**French**  Non-language majors with a score of 4 or 5 are eligible to receive up to six credits for FREN-101 and 102 (Advanced French I and II), to be confirmed by placement. Placement is determined by an SAT II score or the departmental placement exam administered during New Student Orientation. Students who place in FREN-101 or below will not receive credit.

Language majors with a score of 4 or 5 are eligible to receive up to ten credits for FREN-111 and 112 (Intensive Advanced French I and II), to be confirmed by placement. Placement is
determined by an SAT II score or the departmental placement exam administered during New Student Orientation. Students who place in FREN-111 or below will not receive credit.

**German**  For an AP score of 4 or 5, students are eligible to receive up to six credits, depending on placement. Placement is determined by departmental placement exam. Incoming students are strongly encouraged to take the exam online during the summer. Please note the following exception: students who are interested in placing out of the language requirement need to take the second part of the placement exam during New Student Orientation. Students who place at the high end of Level IV (combined Placement Test Score of 150 or higher) will receive six credits for GERM-101 and 102 (equivalent to GERM-111) and, if they are German majors, a course waiver for one Level IV course. Students who place into Level IV courses will receive six credits for GERM-101 and 102 (equivalent to GERM-111). Students who place into GERM-102 will receive three credits for GERM-101. Students who place into GERM-101 or GERM-111 or below will not receive credit.

**Government—American Government**  For a score of 4 or 5, COL, NHS and MSB students will receive three credits for GOVT-020, U.S. Political Systems (formerly GOVT-008). SFS students will receive free elective credit. COL students may satisfy the social science requirement by taking one additional course in government. For MSB students, this fulfills one semester of the History/Government/Classics/International Affairs requirement.

**Government—Comparative Politics**  No credit is awarded for this examination.

**History—European and World History**

COL students who receive a score of 4 on the AP exam in European history or World history receive no credit, but are entitled to fulfill the COL history core requirement with any two HIST courses of their choice, numbered 100 or above. Students who receive a score of 5 on the AP exam in European history or World history receive three credits and they still need to take one HIST course of their choice, numbered 100 or above. Students with this AP credit may not take HIST-007, 008, 099, or they will forfeit the AP credit. Students who receive a score of 5 on both the European history and the World history AP exams receive six credits and have no further history requirements.

SFS students who receive a score of 5 on the AP exam in European history or World history receive three credits and place out of their one required core course in history at the 000-level; however, they still need to fulfill the two required regional history courses. Students who receive a score of 5 on both the European history and the World history AP exams receive three credits and place out of the one required core course in history at the 000-level. They also receive three free elective credits but still need to fulfill the two required regional history courses. SFS students who receive a score of 4 on either of these History exams receive no credit, but place out of the required core course in history at the 000-level; they replace that with any History course of their choice, numbered 100 or above.

For MSB, students who receive a score of 5 on the European history or World history exam receive three credits and have fulfilled one semester of their
History/Government/Classics/International Affairs requirement. Students who receive a 5 on both the World history and European history exams will receive six credits and have fulfilled their 2-semester History/Government/Classics/International Affairs requirement.

For NHS, students who receive a 5 on the European history or World history exam will receive three credits toward a free elective. NHS students who receive a 5 on both European and World history exams will receive six credits toward two free electives.

**History—United States**  No credit is awarded for this examination.

**Human Geography**  No credit is awarded for this examination.

**Italian**  COL, SFS, MSB, and NHS students with a score of 4 or 5 on the AP Italian Language and Culture test are eligible to receive Italian credits depending on the results of the Italian Placement test which is taken during New Student Orientation. If students place in ITAL-112 (Intensive Advanced Italian II), they will receive five credits for ITAL-111 (Intensive Advanced Italian I), if they place beyond ITAL-112, they will receive ten credits for ITAL-111 and ITAL-112. Students who place in or below ITAL-111 will not receive credit.

**Japanese**  For a score of 4 or 5 and placement beyond JAPN-112 (Intensive Second Level Japanese II) on the Japanese placement test administered during New Student Orientation, the student will receive six credits for JAPN-112 and be exempted from Intensive First Level and Intensive Second Level Japanese. For COL, this credit will satisfy the core requirement in language. Students who place into JAPN-112 or below will not receive credit.

**Latin—Vergil**  For a score of 4 or 5 and placement above CLSL-101 (Intermediate Latin) on the Latin online placement exam available over the summer, the student will receive four credits for CLSL-101 (Intermediate Latin). For COL students, this credit will satisfy the core requirement in language.

**Mathematics—Calculus AB**  A student who scores a 4 or 5 on the Calculus AB exam will receive four credits for MATH-035 (Calculus I) unless the student took the Calculus BC exam and received a 4 or a 5 on the latter. For COL students, these credits will count towards half of the core requirement in math/science and will complete the requirement if used in combination with a biology, chemistry, or physics course or MATH-036 (Calculus II) or MATH-040 (Probability and Statistics). For MSB students, a 4 or 5 will fulfill the one semester calculus requirement. For the SFS Science, Technology, and International Affairs major, AP credits in Calculus will be credited as free electives only. For the SFS International Economics and International Political Economy majors, AP credits can fulfill the Calculus prerequisite but will count as free electives and not as major course requirements. For NHS, these credits will count as free electives.

**Mathematics—Calculus BC**  A student who scores a 4 or 5 on the Calculus BC exam will receive eight credits for MATH-035 and 036 (Calculus I & II). For COL students, these eight credits fulfill the core requirement in math/science. For MSB students, four credits fulfill the one semester calculus requirement and the remaining credits will count towards the liberal arts.
elective requirement. For the SFS Science, Technology, and International Affairs major, AP credits in calculus will be credited as free electives only. For the SFS International Economics and International Political Economy majors, AP credits can fulfill the Calculus prerequisite but will count as free electives and not as major course requirements. For NHS, these credits will count as free electives.

**Mathematics—Calculus AB Subscore**  A student who receives an AB subscore of 4 or 5 on the BC Calculus exam is eligible to receive four credits for MATH-035 (Calculus I) if the student has not already received this credit as a result of other Calculus exam scores.

**Mathematics—Statistics**  For a score of 5, the student will receive four credits for MATH-040 (Probability and Statistics). For COL students, these credits will count towards half of the core requirement in math/science and will complete the requirement if used in combination with a biology, chemistry, or physics course or MATH-035 (Calculus I). Psychology majors who receive a 5 on the Statistics AP exam are exempt from the Statistics requirement (MATH-040) in the Psychology major but must substitute an additional psychology elective. Government majors who receive a 5 on the Statistics AP exam will be able to apply MATH-040 as a Government elective. For MSB students, a score of 5 will receive two credits which count as part of the MSB statistics requirement. Students with this credit will take OPIM-172 (Statistical Models for Business) to fulfill the MSB statistics requirement. For NHS students, a score of 5 will receive four credits for MATH-040. For SFS students, AP credits in Statistics will be credited as free electives and may not be applied toward majors in International Economics, International Political Economy, or Science, Technology, and International Affairs.

**Music Theory**  For a score of 5, the student will receive three credits for MUSC-141 (Diatonic Harmony) and will be eligible to enroll in courses requiring MUSC-141 as a prerequisite.

**Physics B**  No credit is awarded for this examination.

**Physics C Mechanics and Electricity & Magnetism**  The two Physics C exams are considered separately. For a score of 5 on the Mechanics exam, the student will receive four credits for PHYS-101 (Principles of Physics I). For a score of 5 on the Electricity and Magnetism exam, the student will receive four credits for PHYS-102 (Principles of Physics II). Physics majors with AP credit should consult with the Director of Undergraduate Studies in Physics for appropriate placement in PHYS-151 (Mechanics), PHYS-153 (Relativity and Quantum Physics), or PHYS-160 (Introduction to Research). Pre-med students (other than Physics majors) should be aware that most medical schools do not consider AP credit as acceptable for the pre-med physics requirement. To fulfill that requirement, most pre-med students forfeit their AP credits and take PHYS-101 (Principles of Physics I) and PHYS-102 (Principles of Physics II). They may instead choose to take PHYS-151 (Mechanics) and PHYS-152 (Electromagnetic Phenomena), but should note that first years and sophomores have enrollment priority for PHYS-151 and 152.

For SFS, AP credits in Physics will be credited as free electives and may not be applied toward a major in Science, Technology, and International Affairs.

For NHS these credits will count as free electives.
**Psychology**  For a score of 5, the student will be awarded three credits for PSYC-001 (General Psychology). Psychology majors and minors must substitute an additional psychology elective.

**Spanish** (either exam)  For a score of 4 or 5, non-language majors are eligible to receive up to six credits for Advanced Spanish I and II (SPAN-103 and 104 in the COL, MSB and NHS; SPAN-101 and 102 in the SFS), depending on placement. Placement is determined by SAT II score or departmental placement exam administered during New Student Orientation. Students who place in SPAN-103 or below will not receive credit.

For a score of 4 or 5, language majors are eligible to receive up to ten credits for SPAN-111 and 112 (Intensive Advanced Spanish I and II), depending on placement. Placement is determined by SAT II score or departmental placement exam administered during New Student Orientation. Students who place in SPAN-111 or below will not receive credit.

**2015-2016 International Baccalaureate Policies**

For any IB subjects that receive credit (see subjects below), credit is only awarded for a score of 6 or 7 on the IB Higher Level exams. No credit is awarded for IB Standard Level exams. If a student has both AP scores and IB scores eligible for credit in the same subject, the student may apply credit from the AP exam or the IB exam, but not both.

**Biology**  For students who are not majoring in any of the majors from the Department of Biology, a score of 6 or 7 on the Higher Level exam will earn four credits at the level of a one-semester course for non-majors. For COL students, these credits will count toward half of the core requirement in math/science and will complete the requirement if used in proper combination with a math or computer science course. For NHS Healthcare Management & Policy and International Health majors, these credits count as free elective credit. Nursing and Human Science majors are required to take HSCI-101 and 102 (Human Biology I and II). For SFS, these credits count as free elective credit and may not be applied toward a major in Science, Technology, and International Affairs. For MSB, these credits count toward the liberal arts elective requirement.

Majors in the Department of Biology with a score of 6 or 7 on the Higher Level exam will earn the equivalent of a one-semester four-credit non-majors course and will receive two credits applied to the total credits required for the major. Regardless of IB score, all majors are required to take BIOL-103/113 (Foundations in Biology I with laboratory) and BIOL-104/114 (Foundations in Biology II with laboratory).

Students may apply credit from the AP exam or the IB exam, but not both.

**Business Management**  No credit is awarded for this examination.

**Chemistry**  Students with a score of 6 or 7 on the Higher Level exam will receive three credits for CHEM-001 (General Chemistry Lecture I). For COL students, this credit counts toward half of the math/science core requirement and will complete the requirement if used in proper combination with a math or computer science course or CHEM-002 (General Chemistry Lecture
II) in the spring term. Chemistry or Biochemistry majors (who are not also pre-med students) with these credits MUST enroll in CHEM-057 (Gen Chem Lab for Majors) in the fall or in CHEM-064 (Intro Research Experimentation). If the student takes CHEM-001 in the fall, they will forfeit the IB credit.

Pre-med students, regardless of major, with a score of 6 or 7 on the Higher Level exam will receive three credits at the level of an introductory one-semester course for non-majors. These credits do not count toward a science major/minor or pre-med requirements. These students will take CHEM-001 (General Chemistry Lecture I) or CHEM-055 (General Chemistry Lecture I for Majors) in the fall with the appropriate lab.

For SFS, IB credits in chemistry will be credited as free electives and may not be applied toward a major in Science, Technology, and International Affairs. For MSB, these credits count toward the liberal arts elective requirement. For NHS Healthcare Management and Policy & International Health majors, these credits count as free elective credit. Human Science majors are required to take CHEM-001 (General Chemistry Lecture I).

Classical Languages For a score of 6 or 7 on the Higher Level exam and placement above CLSL-101 (Intermediate Latin) on the Latin placement test administered during New Student Orientation, the student will receive four credits for CLSL-101 (Intermediate Latin). For COL students, this credit will satisfy the core requirement in language.

Computer Science For a score of 6 or 7 on the Higher Level exam, the student will receive three credits for COSC-010 (Intro to Information Technology). For BS Computer Science majors, this credit is not applied to the major and will count only as a free elective toward graduation requirements. For AB Computer Science majors, this credit can be applied to the major. For COL, these credits will count toward half of the core requirement in math/science and will complete the requirement if used in proper combination with a course in the Biology, Chemistry, or Physics department.

For SFS, IB credits in computer science will be credited as free electives and may not be applied toward the major in Science, Technology, and International Affairs. For MSB, these credits count toward the liberal arts elective requirement. For NHS, these credits will count as a free elective.

Design Technology No credit is awarded for this examination.

Economics For a score of 6 or 7 on the Higher Level exam, the student will receive three credits for ECON-001 (Principles of Microeconomics) and three credits for ECON-002 (Principles of Macroeconomics). Students with this IB credit should proceed with upper level ECON courses. If the student takes ECON-003 (Principles of Economics: Micro and Macro), they will forfeit the IB credit and take one additional ECON elective. COL students with a strong high school background in economics and/or who have taken IB economics but did not score a 6 or 7 on the Higher Level exam are encouraged to take ECON-003 (Principles of Economics: Macro and Micro) and one additional ECON elective. For SFS, if a student takes ECON-003, the student will have to take ECON-243, ECON-244, and another ECON-labeled course (without
double-counting with the major) to complete the 4-course ECON requirement in the SFS core, making this option recommendable only to students with strength in economics and mathematics.

**English A**  COL, SFS, NHS, and MSB students with a score of 6 or 7 on the Higher Level exam receive three credits for WRIT-015 (Writing and Culture Seminar).

**English B**  No credit is awarded for these examinations.

**Film**  No credit is awarded for this examination.

**Geography**  No credit is awarded for this examination.

**History—Europe/Islamic World and Twentieth Century/Regional Topics**  Students with a score of 7 on the Higher Level exam in History of Europe and the Islamic World receive credit for HIST-007. Students with a score of 7 on the Higher Level exam in History of the Twentieth Century/Regional Topics receive credit for HIST-008. In either case, students in the COL complete the core History requirement by taking any HIST course numbered 100 or above. Students in the SFS still need to fulfill the two required regional history courses. Students with this credit may not take HIST-007, 008, or 099, or they will forfeit the IB credit.

Students with scores of 7 on both these Higher Level exams receive six credits. In the COL, they have no further History requirements. In the SFS, they receive three credits and place out of the one required core course in history at the 000-level and they also receive three free elective credits but still need to fulfill the two required regional history courses.

Students in COL and SFS with a score of 6 on either of these IB tests receive no credit but place out of the 000-level courses, which they replace with any History courses, numbered 100 or above.

For MSB, students who receive a score of 7 on the Higher Level exam in History of Europe and the Islamic World or Twentieth Century/Regional Topics receive three credits and have fulfilled one semester of their History/Government/Classics/International Affairs requirement. Students who receive a 7 on both Higher Level exams will receive six credits and have fulfilled their two-semester History/Government/Classics/International Affairs requirement.

For NHS, students who receive a 7 on the Higher Level exam in History of Europe and the Islamic World or Twentieth Century/Regional Topics will receive three credits toward a free elective. NHS students who receive a 7 on both Higher Level exams will receive six credits toward two free electives.

**Information Technology in a Global Society**  No credit is awarded for this examination.

**Language A**  Students with a score of 6 or 7 on the Higher Level exams in languages other than English (see above for English A credit) may receive credit pending the results of a language placement exam or SAT II scores for Spanish and French.
Language B  No credit is awarded for these examinations.

Mathematics  A student with a score of 6 or 7 on the Higher Level exam will receive four credits for MATH-035 (Calculus I). For COL students, these credits will count towards half of the core requirement in math/science and will complete the requirement if used in combination with a biology, chemistry, or physics course, or MATH-036 (Calculus II), or MATH-040 (Probability and Statistics). For MSB students, a score of 6 or 7 on the Higher Level exam will fulfill the one semester Calculus requirement. For the SFS Science, Technology, and International Affairs major, IB credits in Calculus will be credited as free electives only. For the SFS International Economics and International Political Economy majors, IB credits can fulfill the Calculus prerequisite but will count as free electives and not as major course requirements. For NHS, these credits will count as free electives.

Music  No credit is awarded for this examination.

Philosophy  Students with a score of 6 or 7 on the Higher Level exam will receive three credits for PHIL-020 (Introduction to Philosophy). These credits satisfy half of the core requirement in philosophy. COL and NHS students must take a “bridge” ethics philosophy course (PHIL-100–149) or PHIL-010 or PHIL-098 to fulfill the core philosophy requirement. MSB students must take a “bridge” ethics course (PHIL-100–149), PHIL-010, PHIL-098 or STRT-255 to fulfill the core philosophy requirement. SFS students must take PHIL-099 (Political and Social Thought) to fulfill the core philosophy requirement.

Physics  No credit is awarded for this examination.

Psychology  For a score of 6 or 7 on the Higher Level exam, the student will be awarded three credits for PSYC-001 (General Psychology). Psychology majors and minors must substitute an additional psychology elective.

Social Anthropology  No credit is awarded for this examination.

Theater  No credit is awarded for this examination.

Visual Arts  Students with a score of 6 or 7 on the Higher Level exam will receive three credits for ARTS-100 (Exploring Art: Form & Meaning); however, this credit will not fulfill the student's core Humanities: Arts, Literature and Culture requirement.

Deferred Enrollment

Georgetown has a policy of allowing admitted first-year students to defer their enrollment until the following year. Further details can be obtained from the Office of Undergraduate Admissions. Transfer students may not defer admission.
Transfer Students

Georgetown welcomes transfer applications to its undergraduate programs. Transfer applicants should have completed one full-time semester of at least twelve transferable credits, or the equivalent, on the college level; otherwise they should follow the first-year student application procedure. Students who have already earned a bachelor’s degree at another college or university are not eligible for admission to Georgetown’s undergraduate degree programs except for the specialized second degree in nursing in the School of Nursing and Health Studies. Students who have an undergraduate degree are welcome, however, to apply to take courses at the undergraduate level as a special non-degree student either through the School of Continuing Studies or one of the four undergraduate schools according to the relevant policies of the school.

Normally, a B average or higher at the previous institution is recommended for consideration for admission. Transfer students are admitted only in the fall, not for the spring semester. Those admitted for the fall, however, may begin during the summer if they wish.

Credit toward Georgetown degrees may be given for work done at other accredited institutions subject to the following limitations:

- Credit for required courses will be given if the course is similar to the one required at Georgetown.
- Credit for electives will be given if the course is similar to courses offered at Georgetown. Credit for courses not offered at Georgetown will be considered on an individual basis.
- Grades earned must be at least one level above minimum passing level, e.g., C. Passing grades on a Pass/Fail system are acceptable if defined as C or better.
- The maximum number of transferable credits is one-half of the total required for the degree. Students must spend a minimum of four full semesters in residence at Georgetown to earn a degree. Summer sessions and study abroad programs will not count toward fulfilling the residency requirement.

An evaluation of courses accepted for transfer will be sent with or shortly after the notification of acceptance. The following materials should be submitted no later than March 1:

- Georgetown Transfer Application
- Georgetown Transfer Application Supplement
- Nonrefundable application fee
- High school transcript, including SAT or ACT results
- College transcript, including all work done through the current fall semester or the winter quarter
- A list of the courses planned for the term(s) not included in the current transcript
- Recommendations from a current college dean and one professor, preferably from the major department
- Catalogue pages (photocopies permissible) describing all completed coursework from each of the colleges previously attended, as well as the page(s) describing academic regulations
• Students seeking financial assistance should submit a copy of the Free Application for Federal Student Aid (FAFSA) and the CSS PROFILE (administered by the College Board). Financial need is considered separately from the application for admission.

Applications will be reviewed as soon as possible after these materials have been received and admissions decisions will be mailed June 1. In some cases it will be necessary to wait for the final transcript before a decision may be reached. Students who are offered admission by June 1 will be expected to confirm their enrollment by June 15.

Transfer Within the University

Since the four undergraduate schools are distinct colleges under the jurisdiction of separate deans, a student wishing to transfer within the University must make an application in writing to the school to which he or she wishes to transfer. Applications will be presented to the appropriate Dean’s Committee on Transfer Students for evaluation. Each school establishes its own admission standards for transfer students. A student considering transfer should consult the appropriate Dean’s Office to learn deadlines and regulations affecting applications. Students who transfer should expect to complete all of the degree requirements of the school to which they transfer.

International Students

Georgetown welcomes applications for admission from well-qualified international students. Deadline dates are the same as those established for students applying from within the United States. Please note that the application fee must be in U.S. dollars.

Along with final application forms, students should submit complete, translated, and official transcripts of all secondary and, when applicable, university credentials along with subjective evaluations from teachers and tutors when obtainable. Similarly, students applying from countries offering Matriculation Examinations must submit results of such examinations as soon as results are available. These credentials will be considered for admission as well as for placement at the proper level when the application file is complete.

All candidates studying in non-U.S. educational systems whose native language is not English are required to demonstrate a level of competence that would indicate their ability for successful study in English. It is recommended that such students submit results from the Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE), given at test centers throughout the world. International applicants are required to take the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) examination. These tests are available in virtually every foreign country, and should be taken prior to January 1 to allow the results to be sent to the Office of Undergraduate Admissions in time for review. Information concerning the time and place of these examinations can be obtained from: Educational Testing Service, Princeton, New Jersey 08549. Complete information for International Students is available from the Office of Undergraduate Admissions.
Special Students

Due to limitations of space, Georgetown is only able to offer admission to a limited number of Special (non-degree) Students. Applications must be approved by the dean of the school in which the student wishes to study. Admission for Special Students is for one semester.

Application forms may be obtained from the Office of Undergraduate Admissions or from the Dean’s Office of the appropriate undergraduate school. Completed applications (including transcripts and application fee) must be submitted to the Dean’s Office by November 15 for admission in January, and by July 15 for admission in September. No applications will be accepted after these dates. Final decisions will be made by August 10 for the fall semester and by December 20 for the spring semester.

Students who are earning degrees at schools other than Georgetown and who wish to attend Georgetown as Special Students must include with their application materials a letter from the current dean approving the courses to be taken at Georgetown. Such students are expected to attend full time in the school to which they are applying at Georgetown.

Approval for Special Student status does not mean automatic acceptance into the courses requested and approved. Enrollment in specific courses is determined on a space-available basis only. Special Students are ineligible for financial aid; campus housing may be available but is not guaranteed.

Immunization Requirements

All students under age 26 attending school in the District of Columbia are required by D.C. LAW 3-20 to present evidence of immunization against the following diseases: poliomyelitis, measles, rubella (German measles), diphtheria, mumps, and tetanus.
Expenses and Financial Assistance

I. General Expenses

*Georgetown University specifically reserves the right to increase tuition and other fees without prior notice should conditions be such that an increase is warranted.*

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<td><strong>Tuition</strong></td>
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<td>Tuition per semester (full-time, per semester)</td>
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<tr>
<td>Laboratory Fee (per Biology, Chemistry, Physics or Psych course)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Language Lab Fee (per semester of language instruction)</td>
<td>$70.00</td>
</tr>
<tr>
<td>Materials Fee (per Arts, Music &amp; Theater, or Other course)</td>
<td>$50.00-150.00</td>
</tr>
<tr>
<td><strong>Contingent Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Returned Check Fee (per returned item)</td>
<td>$80.00</td>
</tr>
<tr>
<td>Payment Plan Enrollment Fee (per semester)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Non-Payment Fee (per semester)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Service Charge (monthly, percentage of overdue balance)</td>
<td>1.75%</td>
</tr>
</tbody>
</table>

**Notes:**

- Full-time tuition status for non-EFL undergraduates is a load of 12 to 20 credits, or GU Study Abroad
- The Yates Field House Fee is mandatory for full-time students
- The Student Activities Fee is mandatory for all undergraduate degree-seeking students
- All full-time undergraduate students must live on campus their first and second years, and for a third (junior or senior) year
Board is mandatory for freshmen and sophomores living in on-campus housing, and selection for mandated students is limited to the Carte Blanche, 24-Meal, 14-Meal, or 10-Meal Plan. Furthermore, freshmen may not select the 10-meal plan.

By the act of registration, class attendance, or participation in other activities associated with enrollment at Georgetown, the student accepts financial responsibility for charges assessed to his/her student account. This financial responsibility is not relieved until payment has actually been made for any charges incurred.

II. The Office of Student Billing and Payment Services

I. Billing and Payment Deadlines

Payment of Fall 2015 tuition and fees must be received in the Office of Billing and Payment Services no later than Friday, August 28, 2015. Payment of all charges incurred before the start of classes (September 2, 2015) is due immediately; unpaid accounts may be subject to the Non-Payment fee as well as service charges.

Payment of Spring 2016 tuition and fees must be received in the Office of Billing and Payment Services no later than Friday, January 8, 2016. Payment of all charges incurred before the start of classes (January 13, 2016) is due immediately; unpaid accounts may be subject to the Non-Payment fee as well as service charges.

Georgetown University does not issue paper bills. Electronic copies of the student bill are periodically posted online. Upon the issuance of a new bill, an email will be sent to the preferred email address on file (by default, this will be the student's Georgetown email address), as well as to the email addresses of any authorized user. The email itself is not a bill, but a notification that a new bill has been posted online at Student Account Services (accessible via MyAccess).

In general, bills will be issued for active students with debit balances on a monthly basis. At the beginning of the fall and spring semesters, additional bills may be issued to ensure that students are kept fully apprised of changes to their accounts. Unofficial billing calendars, listing anticipated billing dates, will be posted online.
2. Payment Options

The Office of Billing and Payment Services accepts the following payment methods:

Electronic Checks

- Must be made online at the Student Accounts Services Site accessible via MyAccess
- Must come from a personal US-based checking or savings account. eChecks written from money market, investment, or line-of-credit accounts will be returned
- eChecks returned for any reason may be subject to an $80 returned check fee
- In certain cases, verification of eCheck clearance may be required before the removal of a registration hold. The final day to pay via eCheck in order to clear a registration hold prior to graduation is **5 business days** before the start of graduation. After this point, payment must be made via cash, wire, certified check, or money order

Paper Checks

- Must be drawn from a US-based bank, and in US dollars
- Student name and 9-digit Georgetown ID must appear on the check
- Checks should be mailed to the address listed on this website exactly as it appears
- Checks returned for any reason may be subject to an $80 returned check fee
- A paper check must be received by the due date in order to prevent the assessment of service charges
- In certain cases, verification of check clearance may be required before the removal of a registration hold. The final day to pay via check in order to clear a registration hold prior to graduation is **10 business days** before the start of graduation. After this point, payment must be made via eCheck, cash, wire, certified check, or money order

Cash

- Never send cash through the mail
- Can be deposited with our cashier on campus between 9am and 3pm Monday - Friday.

Wire Payments

- For wire instructions, send an email request to studentaccounts@georgetown.edu
- Wires should be sent in US dollars
- Student name and 9-digit Georgetown ID must appear on the check
- Wire confirmation should be emailed or faxed to this office
- Wires will be posted on the business day following deposit into Georgetown's bank account
- Note that while domestic wires occur in real-time, wires originating in foreign countries may experience delays
- Neither Georgetown University, nor our financial institution, deducts any fees from wire transfers

Credit Cards (School of Continuing Studies and Online Nursing students only)

- Visa, Mastercard, and American Express are accepted
• SCS or Online Nursing students pay online via Student Account Services or may bring their card to the Office of Billing and Payment Services on campus between 9am and 5pm, Monday - Friday
• Payment via phone or email is not permitted

Certified Checks/Money Orders

• Certified checks and money orders can be mailed or delivered in person to our office on campus
• Georgetown University reserves the right to insist upon payment with a certified check

Financial Aid

• For instructions on applying for aid, visit the website of the Office of Student Financial Services
• Estimated aid will be reflected on the bill as "memo" items
• Students must submit a complete (as determined by the Office of Student Financial Services) Financial Aid application
• All financial aid memos will be removed from student accounts before the end of the semester.
  Late fees will be assessed against any remaining balance
  o Fall memo removal date: October 1st
  o Spring memo removal date: March 1st
• Any questions about financial aid should be directed to the student’s counselor

Third-Party Billing

Students must submit a valid billing authorization to the Office of Billing and Payment Services
Third-Party Billing operation (thirdpartybilling@georgetown.edu)

Enrollment in a Payment Plan

• Must be performed via Student Account Services

3. Refunds

The Office of Billing and Payment Services generally requires a student's request in order for a refund to be generated; students may request a refund whenever total payments to their account exceed total charges. Negative values in the "Current Due" field may not reflect a refundable balance, as this value can reflect memo items connected with payment arrangements (such as anticipated payments from third-party sponsors).

The OBPS will automatically issue refunds in two circumstances: when payments for a particular semester from Title IV sources exceed institutional charges (as required by federal law and regulations) and when the student has become inactive while retaining a credit balance, the action leading to the inactivity being deemed as creating a request for a refund.

The OBPS processes refund requests within three business days of submission. Additional processing time for the generation and mailing of a refund check, or for the execution of an electronic transfer of funds, is outside the control of the OBPS.
The OBPS reserves the right to hold or deny a refund request when there is the possibility that the charges on the student account were not properly assessed, or when payments are subject to adjustment. If for any reason a refund request is not approved, an email will be sent to the student indicating the reason and the contact person with whom the student should discuss the matter. If, after further analysis, it is determined that the student is eligible for a refund, a new request must be submitted online.

If the student has established an electronic refund profile, refunds will be deposited to the account indicated via ACH (Automated Clearing House) transaction. If the account information is inaccurate, or if the account has been closed, the student will be notified via email of the failed transaction.

Students who have not established an electronic refund profile, refunds will be issued via paper check and mailed to the student's local address, if one is on file, otherwise to the permanent address on file. If the paper check is not received in a reasonable amount of time, the student should contact the Office of Billing and Payment Services and request a stop payment of the missing check. When this has been accomplished, the student will need to verify the address on file, and again request the refund.

The Office of Billing and Payment Services will make a determination as to whether a refund to Online Nursing and SCS students who have made a payment via credit card and subsequently request a refund of a credit balance will be credited back to the credit card in question. If an attempt to credit a previously used credit card fails for technical reasons, the refund will be generated as a paper check and mailed to the local or permanent address on file.

As an alternative, a student may have any refund issued directly to his or her GOCard, by visiting the GOCard office in Darnall Hall. Funds transferred in this manner are accessible instantaneously. Note: there is a limit of $1,500.00 per semester for GOCard refunds.

Note that the Office of Billing and Payment Services does not issue refunds via wire transfer. We apologize for any inconvenience.

If a student receives a refund to which he or she was not entitled, any outstanding balance that may result must be paid back to the student account immediately to prevent penalties.

Enrolled students may apply for an emergency loan with the Office of Billing and Payment Services. Approval of any such e-Loan request is entirely at the discretion of the Office of Billing and Payment Services. The amount of any approved loan is charged to the student account, and must be repaid in full if a student is to avoid a financial hold.

Federal regulations prevent institutions of higher education from using certain federal aid disbursements for payment of any charges other than tuition, mandatory fees, room, and board, without prior written consent. This means that if you want the University to use your financial aid funds to pay insurance charges, immunizations charges, library fines, or other like charges, you must give the Office of Student Financial Services (Financial Aid Office) advanced written approval to do so. If you do not submit written approval, and receive a refund that creates an
amount due on your student account, you will be charged late fees on any outstanding balance that is not covered under federal regulations.

4. Penalties, Fees, and Tuition Refunds
   a. Service Charges

   Any balance which remains unpaid as of the posted due-date will be subject to a service charge equal to 1.75% of the overdue amount. Service charges are assessed on a monthly basis.

   In the event that the student is expecting a payment from a third-party source that will cover a portion of his or her balance, every effort should be made to pay off the remaining balance by the due date. Late fees that accrue against any portion of the student’s balance for which the student is responsible will not be waived.

   Service charges and non-payment fees will not be forgiven if they are assessed due to late or incomplete submission of financial aid application materials, late or incomplete submission of sponsorship documentation, or enrollment in a payment plan after these penalties have been assessed.

   **Additional penalties may be assessed to delinquent accounts that are referred to a third-party collection agency. More details can be found below in section 5(b).**

   b. Late Registration Fee / Non-Payment Fee

   A Late Registration Fee will be assessed to any student who commences registration action for the semester after close of the regular registration period. A Non-Payment Fee may be assessed to any student who does not make payment in full by the close of the regular registration period for the semester.

   c. Withdrawals/Tuition-Fee Refunds

   By act of Registration, students accept the responsibility for charges of the entire semester, regardless of attendance in class and regardless of the method of payment used; “registration” includes pre-registration, registration, and all courses added after the student’s initial registration. Cancellation of registration must be made through written withdrawal from the University or from individual courses. Official voluntary withdrawal from the University is done through written notice to the Office of the Dean; a drop processed through the Dean’s Office is the only official procedure for withdrawal from individual courses. Discontinuance by notifying anyone else is not considered official notice of discontinuance.

   Students registering for more than twenty credits will be charged and will be responsible for payment of the extra tuition, regardless of attendance in class.

   Should a student voluntarily withdraw from school, credit for tuition will be calculated from the date the Office of the Dean is notified according to the following percentages:
The refund of tuition and fees shall be made in accordance with the policies previously mentioned. Students who feel that individual circumstances warrant an exception from the published policy should make a written request for an exception. This should be directed to the appropriate Dean’s Office in the case of tuition and the appropriate office mentioned above for other fees. This includes cases of involuntary withdrawal.

d. Withdrawals/Refunds for GU Programs Abroad

An exception to the Georgetown refund/withdrawal policy is made for students on Georgetown University approved study abroad programs. Students who are registered to participate in an approved study abroad program and who wish to voluntarily withdraw must notify the Office of Global Education (OGE) in writing of their intention to withdraw. Refunds will be calculated from the date OGE is notified. For semester and full-year programs, students who withdraw from an approved study abroad program after accepting nomination in writing and before the beginning of their overseas program will be assessed a $300 OGE administrative fee. Summer program participants are required to pay a non-refundable $500 deposit and will be charged for any additional non-recoverable costs incurred on their behalf and any non-recoverable expenses incurred for the student. Students who withdraw after the beginning of their overseas program will be refunded a percentage of the Georgetown tuition charge, based on the Georgetown refund schedule, less non-recoverable costs as determined by the partner institution. Georgetown University is not responsible for costs paid directly by the student to partner institutions or third-party providers.

When the OGE declares that a “crisis” exists affecting a study abroad program, the following Crisis Refund Policy will go into effect for relevant students from the Main Campus:

If GU directs students to leave a particular program abroad, Georgetown University will refund 100% of recoverable fixed costs billed through Georgetown University. Recoverable fixed costs will be determined by GU partner institutions or third party providers. Georgetown University is not responsible for costs paid by the students directly to partner institutions or third-party providers. Georgetown University will assist students, to the extent possible, to transfer credit for coursework completed prior to the declaration of a “crisis” or to facilitate special courses for those graduation requirements affected by Georgetown’s declaration of “crisis” and suspension of the student’s program-in-progress. The need for special courses will be determined on an individual basis by the Main Campus Deans Office in consultation with the Office of Global Education.

<table>
<thead>
<tr>
<th>Week Range</th>
<th>Percentage of Tuition Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st or 2nd week</td>
<td>100%</td>
</tr>
<tr>
<td>3rd or 4th week</td>
<td>80%</td>
</tr>
<tr>
<td>5th or 6th week</td>
<td>70%</td>
</tr>
<tr>
<td>7th or 8th week</td>
<td>50%</td>
</tr>
<tr>
<td>9th week</td>
<td>40%</td>
</tr>
</tbody>
</table>


5. Student Accounts Policies

a. Student Accounts Records

Student Accounts records include both electronic and paper records pertaining to the student’s account. Electronic information is secured by University Information Services; paper records are secured in the Office of Billing and Payment Services. All records are retained for a period of seven years following graduation or withdrawal from the University. It is the responsibility of the student to maintain a current billing address, as well as other valid contact information, with the Office of Billing and Payment Services.

University policy and federal law prohibit the release of Student Accounts records to any third party without the written permission of the student. Student Accounts records are included within the scope of the University’s official student records policy developed under the guidelines of the Family Educational Rights and Privacy Act of 1974. Therefore, the information contained in the various catalogs under the section “Policy on the Disposition of Official Records” also applies to Student Accounts records, with the following additions:

Student Accounts records are not released to any party seeking information about the payment promptness of the student or parent.

The financial records of former students still in debt to Georgetown University may be provided on a confidential basis to a credit bureau, collection agency, and/or an attorney selected to assist the University in the collection of the debt.

Students have the right to inspect and review their Student Accounts records maintained in the Office of Billing and Payment Services. The student must show adequate identification before being given access to his or her file.

b. Processing for Students who Leave the University

Debt to the university is immediately due at the time a student becomes inactive. The reason for the inactivity is immaterial, whether it be graduation or completion of an academic program, withdrawal, an approved leave of absence, failure to register for the next semester in the student’s academic program, or any other reason.

The Office of Billing and Payment Services will issue a final invoice to inactive students with debt. Payment is due within 30-days of the date that the statement was issued. If payment has not been made by the due date, the account will be forwarded to a collection agency. Collection agencies typically assess a fee equal to one-third of the value of the debt; the student will be responsible for paying this fee in addition to the original outstanding balance. Once debt has been transferred to a collection agency, all payments will be processed by that agency. In addition, the collection agency may report the debt to the nation's three credit reporting agencies.

Past due balances are non-negotiable and will not be recalled from the collection agency once submitted.
Students will be declared inactive when any of the following circumstances obtain:

- The student fails to register for a term he/she would otherwise be expected to register for as part of his/her academic program
- The student has graduated from Georgetown University and has not been admitted into another program
- The student withdraws from school during the current term for any reason
- The student takes a leave of absence

c. Financial Holds and Registration

A student with an account balance for a given semester is ineligible to pre-register or register for any subsequent semester.

Financial holds prevent academic registration, the generation of official transcripts, and the issuance of diplomas and certificates. They are applied to the accounts of students with amounts due prior to the start of registration or pre-registration for the following term according to the following schema:

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
<th>On Account Balances Greater Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>October 30, 2015</td>
<td>$2,000</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>January 31, 2016</td>
<td>$100</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>March 31, 2016</td>
<td>$100</td>
</tr>
</tbody>
</table>

Financial holds are not released until the past-due debt is paid in full; payment arrangements are not sufficient to release these holds. The OSBPS reserves the right to keep a financial hold in place until it can verify that funds have been deposited (without the possibility of reversal) into a Georgetown bank account.

Additionally, any student that has become inactive and for whom there remains an outstanding balance will have a hold placed on his or her account. Students will be declared inactive when one of the following occurs:

- The student fails to register for a term he/she would otherwise be expected to register for as part of his/her academic program
- The student has graduated from Georgetown University and has not been admitted into another program
- The student withdraws from school during the current term for any reason
- The student takes a leave of absence

Georgetown University reserves the right to cancel the registration of a student who pays a past due balance with a check that is returned for insufficient funds. Withdrawal will be effective on the date the check is returned to the University. All future payments made to the University must
be in the form of a certified check. No personal checks will be accepted. The student will be responsible for payment of tuition and fees in accordance with the voluntary withdrawal schedule (see Withdrawals/Refunds).

Georgetown University also reserves the right to demand payment of all tuition and fees in advance of the provision of any instruction or other services. Students may be denied services if payment is not made in accordance with these demands.

d. Third Party Billing

The Office of Billing and Payment Services offers to invoice directly third-party sponsors (such as the US Federal Government, foreign governments, private companies, and so on) for the educational costs of Georgetown students, at no cost to the student.

In order to meet the requirements of FERPA, and to ensure that bills are issued only for eligible students, official documentation endorsed by the sponsors detailing the third party's obligation to the student must submitted to the OSBPS. Any such authorizing document must contain the following (authorizations which fail to meet any of these requirements may be deemed insufficient):

- Student name
- Georgetown University ID number (the 9-digit code beginning with 'G00')
- Name, physical address, and email address of the sponsor
- Academic terms covered
- Types of charges covered (i.e., tuition, fees, housing, etc.)
- Expected dollar amount of coverage
- Any special invoicing requirements of the sponsor

Examples of acceptable documentation include the US Government Training Authorization Form (SF-182), Contract for Commercial Items (SF-1449), a financial guarantee from a foreign government, or any award letter on official letterhead containing the above items.

In order to ensure prompt processing, authorizations should be sent via email as PDF attachments to thirdpartybilling@georgetown.edu. In the event that the student does not have access to an electronic copy of the document in question, and does not have access to a scanner, authorizations can be faxed to (202)687-1963 or mailed to our office.

The OSBPS reserves the right to refuse to invoice any third-party, and to refuse to grant temporary credit for anticipated payments.

When possible, invoices will be sent to the sponsoring entity within 72 hours of receipt of the authorization. In the event that the authorization is sent prior to the registration period for a given term, and the student has not pre-registered for courses, invoices will be sent following the end of the add/drop period. During the summer terms, invoices will be sent following the receipt of authorization and the assessment of charges.
Georgetown University expects sponsors to process invoices and submit payment upon the issuance of an official invoice. If the billing authorization is submitted at the beginning of the semester, an exemption from late fees and service charges will be granted through the date on which financial holds are placed to any balance covered by a sponsor, in order to give the sponsor ample time to process the invoice. If the sponsor fails to make payment after this point, financial responsibility will revert to the student. Any outstanding balance will be subject to late fees, service charges, and the student will have a registration hold placed on his or her account. Financial holds will only be removed when the balance is paid in full.

Any student sponsored by an agency that refuses to remit payment until after the completion of a course or semester, or by an agency that will not remit payment upon receipt of an invoice for any reason, will not be granted the aforementioned exemption from late fees or service charges. In instances such as these, it will be the student's responsibility to arrange for payment of his or her balance by the payment due date, and then recoup the funds from any subsequent payment by the agency in question.

Any student sponsored by an agency that intends to remit payment directly to the student (as opposed to paying Georgetown directly) must make arrangements to settle his or her balance by the due date. Any late fees which accrue against an unpaid balance after this date will not be reversed.

**Expenses and Financial Assistance**

**Student Financial Services**

The Georgetown [Office of Student Financial Services](#) (OSFS) is located in G-19 Healy Hall. We welcome visitors from 9:00 a.m. to 5:00 p.m. Mondays through Fridays. Visit our [website](#) for the most current information about Georgetown’s cost of attendance and the financial assistance that is available.

Our mission is to make it financially possible for every admitted applicant to attend Georgetown University, ensuring that we recruit and retain a talented and diverse learning community.
MEETING COLLEGE COSTS

Need-Blind Admissions: Georgetown University practices “need-blind” admissions; an applicant’s ability to meet college costs is not a criterion for admission.

Need-Based Financial Aid: To assist those admitted, the University is committed to meeting the demonstrated financial need of eligible applicants through a combination of need-based aid programs that include grants, scholarships, student employment, and student loans.

Financial Services: In addition to need-based aid, the University offers an array of financing to help students meet college costs.

ELIGIBILITY FOR NEED-BASED FINANCIAL AID

Federal Financial Aid: Eligibility is based on financial need as defined by a formula that is mandated by the U.S. Congress. The formula calculates an expected family contribution (EFC) towards the average cost of attendance.

The EFC is calculated based on net income, some net assets (the value of home equity and retirement savings is excluded), number of family members, number of family members in college, and other relevant factors that may affect each student’s ability to contribute towards educational expenses. If the student will have other resources available to meet college costs, such as a state or privately-sponsored scholarship, or student benefits from government agencies such as the Bureau of Indian Affairs, these must be considered in determining remaining need for federal financial aid. If the cost of attending Georgetown University is greater than the expected federal family contribution plus other resources, the applicant may be eligible for federal financial aid.

Georgetown Institutional Aid: Eligibility is based on demonstrated financial need which is determined using a need analysis formula that is similar to the federal model described above, but which analyzes additional factors that Georgetown believes affect the applicant’s ability to contribute toward educational expenses.

So that limited funds can be shared most equitably, Georgetown University expects that each student and his or her family will contribute to the fullest extent possible to meet educational expenses, drawing on income and all family assets (including home equity). To determine eligibility for its own institutional scholarship aid, Georgetown collects information about income and assets from the parents of independent students and from both natural parents even if they are separated or divorced. Students are expected to contribute to the cost of their education by providing a mandatory minimum expected contribution from savings and/or summer employment.
Georgetown University institutional scholarship aid is offered to students whose expected federal family contribution, plus additional expected Georgetown family contribution (if applicable), plus federal, state and other external resources do not meet the full cost of attending Georgetown.

**Cost of Attendance:** The average cost of attendance expense budget used to determine eligibility for need-based financial aid includes the cost of full-time tuition, required fees (Yates, activity, and average lab fees), average room and board, plus allowances for the average cost of books, personal expenses, and the average cost of two round trips home each year for resident students or a commuting cost allowance for students living with their parents. Visit our [website](#) for the most current cost of attendance.

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**APPLYING FOR NEED-BASED FINANCIAL AID**

**Application for Federal Financial Aid:** Undergraduates must submit a [Free Application for Federal Student Aid (FAFSA)](#). The FAFSA must be sent to Georgetown University by using school code 001445.

**Application for Need-based Georgetown Institutional Scholarship:** In addition to the FAFSA, undergraduates must also submit a College Scholarship Service (CSS) Financial Aid PROFILE form, and Federal tax returns. Students can complete the CSS PROFILE application on-line at the College Board’s [website](#). The CSS PROFILE must be sent to Georgetown University by using school code 5244. After completing the CSS PROFILE the applicant will receive additional instructions from the College Board’s College Scholarship Service about how to submit complete copies of federal tax returns, including all schedules and W-2 forms, via the College Board’s secure online IDOC portal. Some students may also receive instructions to submit additional application materials where required, e.g. business tax returns, non-custodial parent information, etc. (see below).

**Verification of Application Data:** Our [website](#) describes what students must do to validate and verify the data reported on their financial aid application. If an applicant reports that siblings will be enrolled in college, that enrollment will also be verified by our office. Financial aid offers may be subject to revision based upon data and/or sibling enrollment changes made during the verification process, and Georgetown reserves the right to withhold disbursement of financial aid awards until the verification process is complete.
Application Deadlines:

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<table>
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<th></th>
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<tbody>
<tr>
<td><em>Early-action first-year students</em></td>
<td>Tax returns: as soon as possible but not later than May 1</td>
</tr>
<tr>
<td></td>
<td>IRS data retrieval or transcript: not later than May 1</td>
</tr>
<tr>
<td></td>
<td>February 1</td>
</tr>
<tr>
<td><em>Regular-decision first-year students</em></td>
<td>Tax returns: as soon as possible but not later than May 1</td>
</tr>
<tr>
<td></td>
<td>IRS data retrieval or transcript: not later than May 1</td>
</tr>
<tr>
<td></td>
<td>February 1</td>
</tr>
<tr>
<td><em>Transfer students</em></td>
<td>Tax returns: as soon as possible but not later than May 1</td>
</tr>
<tr>
<td></td>
<td>IRS data retrieval or transcript: not later than May 1</td>
</tr>
<tr>
<td></td>
<td>March 1</td>
</tr>
<tr>
<td><em>Continuing undergraduates</em></td>
<td>Tax returns: May 1</td>
</tr>
<tr>
<td></td>
<td>IRS data retrieval or transcript: not later than May 1</td>
</tr>
<tr>
<td></td>
<td>May 1</td>
</tr>
</tbody>
</table>

**Late Applicants:** Students who apply for aid after the above deadlines may qualify for federal, state, or private aid, but cannot be guaranteed consideration for Georgetown University institutional scholarship assistance.

**Additional Application Requirements:** Some applicants must submit additional documentation with their financial aid application.

**Self-Employed Parents/Students & Business and/or Farm Owners:** Applicants for Georgetown’s need-based institutional scholarships must submit copies of parent/student personal, business, and/or farm tax returns via the College Board’s secure online IDOC portal.

**Divorced or Separated Parents:**

For Federal Financial Aid: To apply for federal financial aid programs, the student applicant, his/her custodial natural parent, and step-parent (if the custodial parent has remarried) must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal assistance. The FAFSA has instructions to help the applicant determine who the custodial parent is if that status is not clear.

For Need-Based Institutional Georgetown Scholarship: Georgetown University recognizes that financial complications may arise in meeting educational costs when parents are divorced or separated. Georgetown believes, however, that parental responsibility for educational costs does not cease upon divorce or separation. The University expects that both natural parents (even when divorced or separated or remarried) will provide funds for educational expenses based on their ability to
contribute from their income and assets. To apply for Georgetown’s need-based institutional scholarships, the student applicant, his/her custodial natural parent and step-parent (if the custodial parent has remarried) must complete the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Financial Aid Profile Form. In addition, the non-custodial natural parent must complete a College Scholarship Service (CSS) Non-Custodial Parent’s Statement. Upon completion of the CSS PROFILE, applicants will receive an email to share with the non-custodial parent. The non-custodial parent will then be able to access, complete, and submit the required form directly to the College Board online, where the information will remain secure. Eligibility for Georgetown scholarship assistance is based on the income and assets of either the custodial parent and step-parent or the custodial parent and non-custodial parent (with step-parent information discounted from the need analysis). A contribution towards college expenses will be sought from only two of the three (if applicable) parties, but information is collected from all three in order to determine ability to contribute towards educational expenses. In a limited number of special cases, the following criteria are considered to evaluate requests to waive the requirement for non-custodial parent information. Meeting one or more of these criteria does not automatically qualify students for a waiver; a combination of these criteria must be present for Georgetown to consider waiving the requirement. Independent third party documentation may be requested to support requests for waivers. The criteria considered in combination are:

- Can the non-custodial parent be located by the applicant or custodial parent? If not, documentation of unsuccessful attempts to contact the non-custodial parent is required to support a request for waiver, e.g., copies of court records or requests for assistance from state or local government agencies;
- Is the non-custodial parent completely incapable of making a financial contribution due to lack of income/assets? The non-custodial parent’s inability to contribute must be documented to support a request for waiver, e.g., non-custodial parent’s receipt of need-based government assistance such as food stamps, welfare, or SSI benefits, or incarceration of non-custodial parent would document incapacity;
- Has the non-custodial parent made child support payments recently and consistently? If not, a statement to that effect and/or documentation of unsuccessful attempts to obtain child support payments is required to support a request for waiver;
- Did the divorce or separation take place so long ago that it is unreasonable to expect a contribution from the non-custodial parent? If the divorce or separation took place more than five years ago, and if other criteria for waiver are met (such as lack of child support payments), it is more likely that the requirement for non-custodial parent information will be waived.

**Self-Supporting (Independent) Students:**

For Federal Financial Aid: Students who claim to be self-supporting at the time of their enrollment at Georgetown University must meet the federal definition of
financi al independence to qualify for federal aid as an independent applicant. For the 2015–2016 academic year, students who were born before January 1, 1992, or are veterans of the U.S. Armed Forces, or are wards of the court, or whose parents are deceased, or students who are legally married or separated, or have legal dependents other than a spouse, may qualify for federal financial aid as an independent applicant without providing parental information.

For Need-Based Institutional Georgetown Scholarship: To be considered for a Georgetown scholarship, all applicants are expected to provide parental income and asset information, regardless of their federal dependency status. In a very limited number of special cases, the requirement to provide parent information may be waived. Applicants for Georgetown scholarship aid who are wards of the court or whose parents are deceased are automatically accepted as “independent” and do not have to provide parent information. Other exceptions to the general rule that applicants for Georgetown scholarship aid must provide parent information are made on a case-by-case basis. The criteria for exceptions (considered in combination) are:

- Can the applicant document self-support for several years prior to entering college? Students must provide evidence that they were able to financially support themselves, e.g., tax returns showing a level of income that would support the student independent of outside resources;
- Can the applicant provide documentation from independent third parties regarding the complete absence of a parent/student relationship for an extended period of time?
- Is the applicant of an age that would imply independence? Waiving the requirement for parental information becomes more reasonable as the age of the applicant increases, if the other criteria are met.

International Students and Non-U.S. Citizens:

Financial assistance is limited for students who are neither U.S. citizens nor eligible non-U.S. citizens.

For Federal Financial Aid: Eligible non-U.S. citizens may apply for U.S. federal financial aid by completing the Free Application for Federal Student Aid (FAFSA). An eligible non-U.S. citizen is someone who is (1) a permanent U.S. resident with a Permanent Resident Card (I-551); (2) a conditional permanent resident with a Conditional Green Card (I-551C); (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired, T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant;" or (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."
For Georgetown University Financial Aid: Georgetown offers a very limited number of need-based scholarships to selected first-year students with demonstrated financial need who are neither U.S. citizens nor eligible non-U.S. citizens. Prospective students who wish to be considered for one of these awards must indicate their interest on the Georgetown application for undergraduate admissions, and must submit a College Scholarship Service (CSS) Financial Aid PROFILE form.

Students who are in the United States and have been granted Deferred Action for Childhood Arrivals (DACA), an F1 or F2 student visa, a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations) are neither U.S. citizens nor eligible non-citizens and are not eligible for federal student aid. Students who have a Social Security Number but are not citizens or eligible noncitizens, including students who have been granted DACA, should still complete the FAFSA because they may be eligible for state or college aid.

State Scholarship Applications:

Students residing in states that offer portable scholarship programs may be required to complete a state aid application in addition to the applications required by the federal government and Georgetown University. Further information is available from state educational agencies or the Georgetown University Office of Student Financial Services.

FINANCIAL AID AWARD REVISIONS

Financial aid packages prepared for students based on initial aid application information are revised for the reasons explained below.

Requests for Additional Aid (Appeals): Changes in family circumstances (illness, accident, unemployment, business failure) can often prompt students to seek additional financial assistance in meeting college costs and Georgetown makes every effort to respond to those needs. Students may be eligible for additional financial aid if there has been a substantive change in family finances that was not reported on the initial financial aid application(s). Typical examples of such changes include significant reductions in reported income or assets, unreimbursed medical expenses, uninsured losses, unemployment, or a serious illness or death in the family. Also, students with disabilities may have special expenses related to their health care or living arrangements that can be recognized in calculating their need for financial aid. Undergraduates can report substantive changes in family finances by completing a financial aid “Report of Special Circumstances” form, which can be downloaded from our website. Students are also encouraged to discuss their concerns with a counselor in the Office of Student Financial Services to examine the options available to meet their changed circumstances.

Changes in Enrollment Status: Students who change their enrollment status from full time to part time in either semester, or students who withdraw from the University prior to the end of either term, will typically become eligible for less financial aid than students enrolled full time.
for an entire academic year. Students considering a change in their enrollment status should contact the Office of Student Financial Services to determine what impact an enrollment change will have on eligibility for financial assistance.

**Receipt of External Scholarships:** Students who receive need-based financial aid from Georgetown and also receive outside-sponsored scholarships may use their external scholarships to reduce or eliminate the GU adjustments to their expected family contribution (when the GU family contribution is higher than the Federal family contribution), and/or to reduce or eliminate their Federal Work-Study employment, and/or to reduce or eliminate their student loan before any adjustment is made in their Georgetown Scholarship award. If the total amount of a student’s outside scholarships exceeds the amount of adjustments that can be made to the expected family contribution, and/or work, and/or loan, then the outside scholarship may affect the student’s eligibility for Georgetown Scholarship. Under federal law and Georgetown University policies, no student may receive more financial aid than meets his/her demonstrated financial need. The above policy does not apply to Federal Pell Grant or various types of benefits payments; these awards are used to meet a student’s need for Georgetown Scholarship aid and therefore will reduce the student’s eligibility for Georgetown Scholarship aid 100% on a dollar-for-dollar basis.

**RESPONSIBILITY FOR MONITORING GU EMAIL & MYACCESS**

The GU Office of Student Financial Services (OSFS) helps students and their families determine what aid they might be eligible to receive from college financial aid and financing programs, and by managing award disbursements that are in compliance with each sponsor’s rules and regulations. The OSFS expects students to be active partners in that process and to take personal responsibility for monitoring the progress of the financial aid applications and award disbursements that are managed on their behalf by the OSFS.

The OSFS typically emails official notices about the processing of financial aid and college financing applications and awards to student’s GU email boxes at “NetID”@georgetown.edu. Students are expected to monitor their GU email boxes on a regular basis and are expected to respond promptly to email notices from the GU OSFS.

Students are also expected to monitor their financial aid applications, financial aid award disbursements, and University billing statements on a regular basis via Georgetown’s MyAccess website. At the site, Georgetown students can login to their account using their NETID and password to view whether a required form or document is missing from their financial aid record, learn how to take appropriate corrective action to resolve the issue quickly, monitor that all of their financial aid awards have been paid to their student billing account, and view their student billing account balance.
FINANCIAL AID AWARD RENEWALS

**Annual Application & Need Analysis Requirement:** Because the amounts and sources of financial aid program funding change each year, and because families’ financial circumstances may also change, students are required to complete a new financial aid application each year. Financial aid recipients can be reasonably assured of continuing financial support for four undergraduate years at Georgetown provided the funding sources are available, students continue to demonstrate the same level of financial need, make satisfactory academic progress (this requirement is explained below), and are in good standing with the University.

**Maintaining Satisfactory Academic Progress (SAP):** Effective July 1, 2011, new Federal regulations require that, in order to be eligible for assistance from any Federal Higher Education Act Title IV student aid program (Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Direct Subsidized/Unsubsidized Loan, Federal PLUS Loan) a student must be making satisfactory academic progress toward the degree. Eligibility for GU Scholarship will also require students to adhere to this policy.

Please note that these standards do not replace or supersede GU’s academic regulations or individual schools’ regulations and procedures. GU’s student financial aid SAP policies for undergraduate students are similar, but not identical, to the university’s Academic Regulations published elsewhere in this Undergraduate Bulletin. Students should review both sets of policies and ask for clarification as needed. Questions regarding the student financial aid SAP policy should be directed to the Office of Student Financial Services; questions regarding the university’s academic regulations should be directed to a student’s respective Dean’s office.

The Federal SAP standards for undergraduate students require the following components:

1. **Qualitative Standard:** Students must have a cumulative GPA of 2.0 at the end of their sophomore year, and at the end of each semester thereafter.

2. **Maximum Time Frame for Degree Completion:** Students must be completing credits at a rate which would enable them to complete the bachelor’s degree in a maximum time frame of 150% of a normal time frame to complete the degree. Undergraduates are expected to graduate in four years after completing a minimum of 120 credits. Therefore, undergraduates must complete their degree in 6 years or 12 semesters in order to meet the Federal SAP standards.

3. **Quantitative Standard:** Students must complete at least two thirds of courses attempted. At Georgetown the standard undergraduate enrollment is 12–15 credits per semester. Transfer credits and AP credits that have been accepted as part of the degree program will count as both attempted and completed hours toward degree completion. Incompletes (until resolution), withdrawals after the add/drop period, and failing grades all count as attempted but not completed credit hours.

Satisfactory academic progress of financial aid recipients must be tracked from the first date of enrollment regardless of whether or not financial aid was received. Additionally, transfer credits
and repeated courses must be counted as attempted courses and must also count toward the maximum time frame to complete a degree.

Satisfactory academic progress will be reviewed at the end of each semester, including the summer session. If students meet the SAP standards, they remain eligible for federal and university financial aid. Otherwise, they may be placed in either a Financial Aid Warning status or a Financial Aid Ineligible status.

**SAP Status—Financial Aid Warning**: Students who do not meet the SAP standards for the first time will be given a Financial Aid Warning for their next semester of enrollment. Students will be notified via their GU email address of this status within a month of the end of the semester. Students are not required to take any action during this warning semester. The Financial Aid Warning status is for one semester. Students who fail to meet the SAP standards for a second semester become ineligible for Federal Title IV financial aid and university aid unless they request an appeal and the appeal is approved.

**SAP Status—Appeal Process**: Students have the right to appeal any decision of ineligibility to continue to receive financial assistance. The appeal may not be based upon financial need for the assistance or lack of knowledge that assistance was in jeopardy. An appeal would normally be based upon some unusual situation, condition, or other mitigating circumstances which prevented the student from passing courses, or which necessitated that a student withdraw from classes. Examples of possible situations include documented serious illness, severe injury, or death of a family member. Additionally, an explanation of what has changed that will allow the student to meet SAP standards in the next evaluation should be provided. Appeals can only be approved if the Financial Aid Appeals Committee determines that the student will be able to meet minimum SAP standards after the next payment period; or that the student has agreed to follow an academic plan established by his/her Dean’s Office that if followed, will ensure that the student can meet minimum SAP standards by a specific point in time. If a student does not have grounds for an appeal, or if the appeal is denied, a student may still be able to regain eligibility for future semesters. This is done by providing to the GU Office of Student Financial Services, in advance, an academic plan that outlines the conditions under which eligibility may be restored as determined by the Dean’s office. Students will be notified via their GU email account regarding the results of the appeal.

**SAP Status—Financial Aid Probation**: Students whose appeals are approved will receive financial aid on a conditional basis for one semester. The conditions will be outlined in a letter emailed to the student at his/her GU email address. The Financial Aid Appeals Committee will review each student’s record at the end of the following semester to determine his/her status for future semesters. Students who fail to meet the conditions outlined in their individualized academic plans during their conditional semester may submit a subsequent appeal with a revised academic plan.

**SAP Status—New Academic Plan**: Students who are not in good standing related to the Financial Aid SAP policy after their probation semester may appeal with an approved new academic plan from their Dean. If the new academic plan is approved, students may receive financial aid on a conditional basis for up to two semesters. The conditions will be outlined in a
letter emailed to the student at his/her GU email address. The Financial Aid Appeals Committee will review each student’s record at the end of the following semester to determine his/her status for future semesters. Students who fail to meet the conditions outlined in their individualized academic plans during their revised academic plan semester may not be eligible to submit a subsequent appeal.

**SAP Status—Financial Aid Ineligible:** Students who fail to meet the SAP standards during the Financial Aid Warning semester and do not have an approved appeal will enter a Financial Aid Ineligible status. Students in this status are not eligible for Federal Title IV financial aid or university aid. In some cases, financial aid may have disbursed prior to the notification of Financial Aid Ineligible status. When this situation occurs, the financial aid will be cancelled and removed from the student’s GU Student Billing Account.

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**FINANCIAL AID PROGRAM DESCRIPTIONS**

The programs offered by Georgetown University to help students meet college costs are briefly described below. For more detailed (and the most current) information about these financial aid programs, and how to apply for them, visit our [website](#).

**Need-Based Georgetown Institutional Scholarships:** Each year Georgetown University awards hundreds of need-based scholarships to eligible undergraduates. Individual awards range in value from $1,000 to more than $50,000 per year, depending on the student’s eligibility for scholarship assistance. Georgetown University (GU) and Incentive Scholarships are typically awarded on the basis of demonstrated financial need using a nationally recognized formula for determining that need. Each student’s financial need is reevaluated annually to ensure continued equity in the distribution of University scholarship assistance. Some GU Scholarship awards are named by the donors who provided the financial support to fund these awards. Georgetown’s Incentive Scholarship awards are designed to assist in the recruitment and retention of talented undergraduates. Often these awards are made to students who are pursuing certain academic or extra-curricular interests. Incentive Scholarships typically reduce the “self-help” student loan or work components of a standard need-based Georgetown financial aid package. Examples of some of the Incentive Scholarship programs at Georgetown include Athletic, Baker, Bellarmine, Ignatian, 1789 Scholarships, John Carroll, and others. A significant portion of the scholarship assistance that Georgetown offers to eligible undergraduates each year is funded by the generous gifts of University benefactors. Without this support from alumni and friends of the University, Georgetown would not be able to continue to meet the full financial need of all our aid applicants, nor effectively recruit and retain talented individuals. A complete list of the named funds that have been donated to the University to support GU and Incentive Scholarship awards for undergraduates, and the application requirements for these programs, can be found on our [website](#). Many of our donors take a personal interest in the students who receive named GU or Incentive Scholarships funded by their gifts. Students selected for some of the named GU or Incentive Scholarship awards listed on our website may be asked to write a letter of appreciation to the donor of the scholarship fund, or to attend events to acknowledge the generosity of the donor. Students are strongly encouraged to participate in these activities in support of continued fundraising for the University’s financial aid programs.
**Federal & State Grants:** Federal Pell Grants are available to support undergraduate study for students who demonstrate significant financial need. Georgetown receives a small allocation of funds for Federal Supplemental Educational Opportunity Grants (FSEOG) from the U.S. Department of Education each year. These funds must be awarded to students with the greatest financial need, most of whom will also be Federal Pell Grant recipients. FSEOG funds are used in conjunction with Georgetown University Scholarship funds to meet the need for undergraduate scholarship assistance. Students residing in certain states that offer portable funding may be eligible to receive state grants for study at Georgetown University. Most states provide information about application procedures and deadlines to high school guidance offices, and further information is available from each state’s education agency.

**ROTC Scholarships:** Reserve Officer Training Corps (ROTC) scholarships are available for up to four years of undergraduate study at Georgetown University. The Army ROTC program is based at Georgetown University, and students may participate in the Air Force and Navy programs through the Washington Consortium of Universities.

**External Scholarships:** Many philanthropic organizations and others offer scholarships for college study. To learn more about these opportunities, visit our [website](#). Our site has links to several free scholarship online search engines, a link to sign up for our listserv to receive emails about scholarship opportunities, and a link to browse our electronic external scholarships bulletin board.

**Tuition Benefits:** Many employers offer to pay all or part of the college tuition of their employees and their dependents. Typically the organization’s personnel or human resources office can provide information about tuition benefits for employees and their dependents. Georgetown provides tuition benefits to eligible University employees for various types of educational expenses. Further information is available from the GU Office of Human Resources, located in Healy Hall, or by calling that office at (202) 687-2500.

**Veterans Administration Educational Benefits:** Veterans should visit the University’s veteran resources [website](#) for information about financial resources for veterans including the Yellow Ribbon Program. Students who are eligible to receive educational benefits through the U.S. Department of Veterans Affairs may obtain information and assistance from the Georgetown University Registrar’s Office in Room G-01, White-Gravenor or by calling that office at (202) 687-4020.

**Federal Work-Study Employment:** The Federal Work-Study program ensures employment opportunities for income-eligible students by providing a federal subsidy to the earnings paid to program participants by their employers. Many Work-Study jobs offer opportunities for community service: students are employed to help solve problems related to health care, literacy training, education, welfare, social services, transportation, public safety, crime prevention and control, and community improvement. For more information about Federal Work-Study employment visit the GU Student Employment Office (SEO) [website](#).

**GU Student Employment Referral Service (ERS):** This federally supported job location & development program, based at Georgetown’s Student Employment Office (SEO), helps
currently enrolled GU students locate part-time, temporary, and/or summer employment in the District of Columbia metropolitan area. Students do not have to qualify for Federal Work-Study funding to use the Employment Referral Service (ERS) to find a job that helps meet educational expenses; all currently enrolled Georgetown students are eligible to use the student part-time and summer job location service. For more information visit the GU Student Employment Office (SEO) website.

**Federal Direct Student Loans:** Under the subsidized Federal Direct Loan Program, interest on the loan is paid by the federal government and repayment is deferred as long as the student remains in school on at least a half-time basis. Unsubsidized Direct Loans are also available for students who are not eligible for the need-based federal interest subsidy. Visit our website for information about current program rules and interest rates.

**Federal Perkins and Nursing Student Loans:** Georgetown offers these loans to applicants who demonstrate exceptional financial need. The interest rate for Federal Perkins and Nursing Student Loans is 5 percent, and no interest accrues while the borrower remains in school on at least a half-time basis. Visit our website for information about current program rules and interest rates.

**Federal Direct Parent Loans for Undergraduate Students (PLUS):** Under this federally sponsored program, each year parents may borrow an amount up to the cost of attendance at Georgetown minus all other financial aid the student is receiving. Visit our website for information about current program rules and interest rates.

**Private Education Loans:** Private education loans are offered by some lending institutions to assist students and their families with meeting college expenses. The maximum amount a student may borrow per academic period is typically the total cost of attendance minus all financial aid received. It is recommended that borrowers utilize their potential federal student and parent loan eligibility prior to exploring private education loans. Visit our website for information about current program rules and interest rates.

**GU Monthly Payment Plans:** Through Georgetown University’s monthly payment plans, all or a portion of the cost of attendance may be paid in monthly scheduled installments. Visit the GU Office of Billing and Payment Services website for more information about Georgetown’s monthly payment plans.

**Dewar Tuition Insurance:** The A.W.G. Dewar Company offers Georgetown families the opportunity to insure their payments to the University for tuition, fees, room, and board. Under the plan, if an insured student withdraws from school during a semester because of illness or accident, up to 100 percent of University charges are refundable (or up to 60 percent in the case of mental or nervous disorders) for covered students. This significantly extends the University’s refund policies for students who withdraw. Participation in this program is optional. Further information about this option can be obtained by visiting their website or calling the A.W.G. Dewar Company at (617) 774-1555.
Georgetown University Emergency Loans: To assist enrolled Georgetown students meet unanticipated expenses in exceptional circumstances, the GU Office of Billing and Payment Services administers an Emergency Loan fund. Georgetown undergraduates may borrow up to $400 per semester; usually only one loan may be obtained per semester. Approved loans are charged directly to the student’s billing account record and are subject to the service charges imposed on unpaid balances due to the University. Applications and additional information may be obtained from the GU Office of Billing and Payment Services, located in the White Gravenor Building, or by calling that office at (202) 687-7100.

FINANCIAL AID & GU BILLING ACCOUNTS

Billing Statements: Students who indicate an intention to enroll at Georgetown (by paying an enrollment deposit or pre-registering for classes) will receive a bill from the GU Office of Billing and Payment Services in July for the fall semester and December for the spring semester. Each student’s bill will include actual tuition charges and required fees, as well as any other known charges such as room and board for students living on campus.

Financial Aid Award Notices: Students who apply for financial aid also receive a financial aid award notice from the GU Office of Student Financial Services (OSFS). All students can view their financial aid notices online using their Georgetown NETID and password to login to their Georgetown MyAccess account. The financial aid award notice is not a billing statement. The financial aid award notice reports the assistance a student is eligible to receive for the academic year based on the average cost of education at Georgetown and the expected contribution from the student and his/her family toward all of those expenses. The average cost of attendance on the financial aid award notice includes items that are billed by Georgetown, e.g. tuition, fees, on-campus rooms, on-campus board plans, and also includes non-billed expenses e.g. books, supplies, travel, and personal expenses. Students should use the information in the financial aid award notice to plan how they will pay the amount owed to the University as reflected in the billing statement they receive from the University Office of Billing and Payment Services, and how to pay for other educational expenses not included in the University’s bill, e.g., books or supplies.

Financial Aid Credited to Billing Account: Enrolled students who have accepted their offer of financial aid and completed all requirements for the disbursement of the aid offered will (with the exception of Federal Work Study earnings) have their aid credited to their student billing account statement.

“Memoed” or Estimated Aid: Credits for pending undisbursed financial aid award offers will appear as “memoed items” on the University’s billing statement if additional actions on the part of either the student or the sponsor of the aid are required before the funds can actually be disbursed to the student’s billing account. “Memoed” financial aid items on the bill may temporarily reduce the amount the student must pay by each semester’s payment deadline, but they cannot be credited in full to the student’s billing account until all requirements for disbursement have been met by the student. A typical example of a financial aid disbursement requirement that must be met before memoed aid can be paid to
a student is the requirement that federal student loan borrowers must complete “entrance” counseling; until the student borrower completes “entrance” counseling, the loan funds will appear on his/her account as a “memo”, but once (s)he completes the requirement, the loan will actually be disbursed to his/her account. Another example of a disbursement requirement is that students must officially “accept” their financial aid award offers before payments can be credited to their student billing accounts. Please note that the Fall semester’s memoed or estimated aid will be removed from the bill on October 1st, and the Spring memoed or estimated aid will be removed from the bill on March 1st, and the resulting payable amounts due to the University (amounts due that were previously covered by a memoed aid item) must be paid in full at that time or will be subject to service charges. Financial aid recipients may consult with their counselors in the GU Office of Student Financial Services if they cannot comply with this policy and need advice on how to manage an outstanding balance due.

**Student Employment Earnings Are Not Credited to Bill:** Student employment earnings (including those subsidized through the Federal Work-Study program) are paid directly to the student in a bi-weekly paycheck as they are earned. While they must be used to meet educational expenses, they are not automatically credited to student’s University billing accounts. Many students use their earnings for non-billed expenses. Expected earnings from student employment will not appear as credits against the balance due on the University’s billing statement and students may not subtract these expected resources when computing the amount that must be paid to the GU Office of Billing and Payment Services by the announced payment due dates.

**External Grants and Scholarships:** Enrolled students who have reported their outside-sponsored scholarships to the Office of Student Financial Services will receive an actual or estimated credit on their bills for any payments reported. Some outside-sponsored scholarship credits may appear as “estimated” if the sponsor has not yet sent the payment to Georgetown, pending confirmation of enrollment or grades.

**Third Party Billings:** If all or a portion of a student’s bill will be paid by an outside third party (i.e., a government agency, embassy, or corporation) that requires a bill before it will pay, students must present authorization to bill to the GU Office of Billing and Payment Services. If the documentation presented includes proper authorization to bill, the Office of Billing and Payment Services’ Third Party Billing Representative will send an invoice to the third party to collect the appropriate payment on behalf of the student.

**Financial Aid and Payment Deadlines:** Students who fail to submit a timely and complete financial aid application well before the student billing account payment deadlines may be subject to a non-payment fee and/or service charges on the balance due to the University, even if they are later found eligible for financial aid after the payment deadlines. A financial aid award that is less than the student or family expected, or a pending appeal for additional financial aid due to special circumstances, typically does not excuse the student from making payment in full by the payment due date.
FINANCIAL AID & THE IRS

U.S. Citizens—Taxable Aid: Under current law, some forms of financial aid may be considered taxable by the Internal Revenue Service (IRS). The amount of a student’s total scholarships and/or fellowships that exceed the cost of tuition, fees, books, supplies, and equipment is considered by the IRS to be taxable income. Disbursements under the Federal Work-Study Program are earned income and as such are subject to federal, state, and local tax withholding. Students employed under the Federal Work-Study program at Georgetown University will receive a W-2 form documenting all earnings at Georgetown (including Federal Work-Study Program earnings) and students must report those earnings as income on federal, state, and local tax returns. Families should consult their tax advisors for further information.

U.S. Citizens—Tax Benefits for Education: U.S. tax benefits may be available to help eligible families save for, or pay, education costs. The annual IRS Publication 970: Tax Benefits for Education describes the most current benefits available, including tax credits to reduce the amount of taxes paid, and deductions for certain eligible education expenses. Families are encouraged to consult their tax advisors for more detailed information about these benefits.

Requirements for Payments Made to Students Who Are Non-United States Citizens: The Internal Revenue Service (IRS) requires special tax treatment and reporting of payments made to non-United States citizens. Students who are not citizens of the United States and who receive financial assistance, scholarships, fellowships, tuition waivers, or compensation for services performed are subject to the IRS withholding and/or reporting requirements. For more information about requirements associated with payments made to non-U.S. citizens, please contact the Georgetown University Tax Accounting Office at (202) 687-5449.
The following academic regulations for the undergraduate schools are informed by the University’s philosophy of a liberal arts education in the Jesuit tradition of educating the whole person. Academic life at Georgetown challenges students to explore, inquire, and reflect in an intellectual environment that fosters respect for others. The Undergraduate Honor System established in 1997, based on this principle of respect, holds students to high standards of personal and academic conduct.

Georgetown’s strong academic standards are also reflected in its overseas study programs that require students to matriculate directly into a foreign university. Through the rigor of its academic programs, high standards of integrity, and its international and intercultural focus, the University seeks to prepare students to be active citizens of their community and of the world.

The following academic regulations apply to all students of the undergraduate schools of Georgetown University. All undergraduate students are responsible for being thoroughly familiar with the regulations and requirements set forth in this section of the Bulletin, as well as the Handbook of each individual school and the Student Affairs Website. Ignorance of the rules described below will not be accepted as a justification for failing to act in accordance with them.

Georgetown University reserves the right to change without notice the Undergraduate Bulletin, including all rules, policies, fees, curricula, courses, graduation requirements, or other matters contained therein. The Georgetown University Undergraduate Bulletin is updated annually and at other times as appropriate. In circumstances where changes are necessary, Georgetown University will post changes to the bulletin in the addendum section. If you have any question regarding the publishing of this bulletin please contact the Office of the University Registrar at univregistrar@georgetown.edu. For questions regarding college specific policies please visit the respective college dean's office.

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**Matriculation**

1. **Course Load and Registration Status**

Undergraduate degree candidates are expected to be full-time unless an exception is approved by their dean.

*Full-time academic status* requires registration in courses that amount to twelve credits or more in a fall, spring or summer term. Students are also considered full-time if they are registered for a University overseas study program.

*Part-time academic status* is based on registration in courses amounting to between one and eleven credits. The designation of half-time status is given to students who are registered for at least six credits.

All degree candidates have a *minimum* residency requirement of two years (that is, four semesters of full-time status). Summer sessions, including summer study abroad, do not count toward fulfilling the residency requirement. Work completed on overseas study does not count toward fulfilling the residency requirement with the following exceptions: semester-long study at SFS-Qatar, the Villa le Balze, or the McGhee Center, Turkey, counts as one semester toward the four semester minimum residency requirement.

2. **Registration Procedures**

A student approved for and completing registration in a school of the University will be considered a student in that school during the session for which the student has enrolled, unless the student is approved to withdraw, is approved for a leave, or is suspended or dismissed. No student enrolled in any school of the University shall at the same time be enrolled in any other school, either of Georgetown University or of any other institution. The student’s dean will
approve exceptions to this policy such as for students in dual degree programs, and, as appropriate, for students who apply to take summer session courses at another institution.

Students admitted as first year students are ordinarily expected to graduate in the eighth semester of matriculation. The dean's office may grant exceptions for good cause. Students admitted as transfer students, students in dual degree programs, and students in the School of Continuing Studies will follow different timelines as determined by their dean's offices.

Students are required to complete registration for the following semester according to the published schedule. All new undergraduate degree candidates are required to complete the online library research and Honor System tutorial (“Joining the Conversation: Scholarly Research and Academic Integrity”) within their first semester’s enrollment. After a student completes the tutorial, he or she will be expected to have an understanding of basic research skills and the importance of ethical scholarly habits. The tutorial provides simple exercises on good research practices, including the effective use of information resources and proper citation methods. New undergraduate degree candidates are required to complete the tutorial in order to preregister for their second semester of study at Georgetown. Statements of charges for the next semester will not be mailed to students failing to preregister, and these students must register at the scheduled time and place.

Students are expected to pay their accounts in full at the time of registration. The University reserves the right to cancel the registration of any student during the semester if the account has not been paid in full. Please see the section on Expenses and Financial Assistance in this Bulletin for more details.

The continuance of each student upon the rolls of the school, receipt of academic credits, graduation, and the conferring of any degree are strictly subject to the disciplinary powers of the University, which is free to cancel registration at any time on grounds that are deemed advisable. The disciplinary authority of the University is vested in the President in such cases as the President deems proper, and, subject to the reserved powers of the President, in the Deans and the University Hearing Board.

When a student’s conduct is disruptive of the academic life of the University, the Dean has full authority to suspend or dismiss the student. This decision of the Dean may be appealed according to the appeal procedures outlined in Section III. of Regulations.

Georgetown has a three-year on-campus living policy for undergraduates. All undergraduate students who are regularly admitted and in full-time attendance must live on campus during their first and second years, and for a third year (either junior or senior year), unless they have been specifically exempted. Requests for exemption from compliance with the housing requirement must be submitted in writing to the Office of Residential Services on a Housing Requirement Exemption Request form provided by that office.

This policy applies to students in the Class of 2017 and in subsequent years. This policy change will guarantee students three years of housing consistent with our goal of developing a more residential living and learning undergraduate campus on the Hilltop.
Students who study abroad can count their time abroad toward the residency requirement. Sophomore transfers will be required to live on campus for two years and junior transfers for one year.

All undergraduate students must also provide the University with their local telephone number (land line or cell), as well as the name, e-mail address, and telephone number of an individual to contact in case of an emergency. Further, all undergraduate students who live off campus in non-University owned properties must provide their current local off campus address. Students who are not in compliance with these regulations will be ineligible to register for the following semester.

By provision of D.C. law all Georgetown University students under the age of 26 are required to provide proof of immunization. Any student who does not provide this proof by the last day for registration changes/late registration will be ineligible to continue in classes until the proof has been provided.

By provision of Federal Law, the Department of Homeland Security has instituted strict reporting requirements for schools that enroll foreign nationals. Before the start of each semester, all newly enrolled international students at Georgetown University on non-immigrant visas are required to attend the Immigration Reporting Session given by the Office of Global Services (OGS). OGS will provide all new international students with detailed information concerning the time, date, and location of the session before the start of the semester, and this information will also be posted on OGS' website. Those who fail to attend the session will not be allowed to complete registration or attend classes. For further questions and information, please contact the Office of Global Services by calling (202) 687-5867.

In addition, all non-U.S. citizens are required to report accurate citizenship and visa type (including permanent residents) to the Office of Global Services. Any student who does not provide this information to the Office of International Programs will be ineligible to register for the following semester.

3. Email Policy

Students are expected to read and, when appropriate or required, respond in a timely fashion to emails sent from University offices. Email is the standard mode of communication for University broadcast messages to the community as well as for messages to individual students about academic standing and other important administrative matters. Messages are sent to the Georgetown student’s official Georgetown email address. Students who wish to use another address are responsible for setting and maintaining appropriate forwarding rules to ensure they receive University email.

4. Individual Instruction

a. Tutorials
Tutorials are designed to meet a variety of educational purposes. Reading tutorials usually focus on mastering the scholarly literature on a particular subject. Research tutorials focus on the collection and analysis of primary materials in the form of a major research paper.

General Policy. Tutorials are designed to meet the needs of individual students under specific academic circumstances. Five general conditions should be met: (1) the course, or an acceptable substitute, is not offered by the University in the current semester, (2) the need of the student for the course at this time must be clearly demonstrated, (3) an instructor approved by the relevant department is available, (4) the proper administrative approvals are obtained, (5) the completed Request for Tutorial/Registration form is submitted to the Office of the Dean for approval before the last day for registration changes.

Normally, tutorials are given by full-time faculty for full-time students in good academic standing.

b. Internships

Any student wishing to explore the possibility of earning academic credit in an internship should first read the guidelines listed below as well as those within the individual school’s academic regulations. Normally internships are deemed appropriate for Juniors and Seniors. The student should contact the Dean’s Office for further information.

The Council of Deans and the Provost have approved the following general guidelines for internships:

An internship should enhance students’ analytical skills and should integrate research in the field with practical experiences.

An internship should be built on some aspect of the academic program. It is important that the internship involves the application of methodologies appropriate to the discipline(s).

The internship should culminate in the writing of a research paper under the guidance of a faculty member. The Professor will evaluate the paper in the same way as an examination.

If the credits earned through an internship bring a student’s semester credits to a total above twenty, the student is required to pay for the additional credits as an overload. Part-time students will be charged at the per-credit-hour rate.

All internships require faculty supervision and prior decanal approval.

5. UNXD 130: CBL: Social Action

UNXD 130 (previously the 4th Credit Option for Social Action) is a 1-credit course that recognizes student community engagement when this engagement adds value to an academic course. Enrollment in UNXD 130 requires approval from the professor of a course in which the student is already enrolled, the Center for Social Justice, and the Community-based Organization
where the student will serve. UNXD 130 students commit to complete at least 40 hours of community-based work in direct partnership with community members or with an organization that works on behalf of an underserved population; participate in regular reflection sessions; and submit a series of reflection assignments in addition to course requirements.

6. Withdrawal from a Course

To withdraw from a course a student must initiate the request via MyAccess to their Dean’s Office. If a student does not complete a course for which the student is registered and from which the student has not officially withdrawn, a failure will be recorded for that course.

Courses dropped through the add/drop period will not be shown on a student’s record; thereafter, dropped courses are considered as withdrawn, and are indicated by a “W” grade.

Normally, no withdrawals will be permitted after the tenth week of classes in any semester.

No student at any time may withdraw from courses to the point of becoming a part-time student (i.e., registered for eleven or fewer credits) without the permission of his or her Dean.

7. Taking a Leave of Absence

a. Elective Leave of Absence

A student in good academic standing and not subject to disciplinary action may, on formal written request, be granted a leave of absence by the Dean of the school. For withdrawals or leaves during a semester, a partial refund of tuition may be available. The schedule for refunds is found in the section on Expenses and Financial Assistance in this Bulletin.

Students who have been granted a leave of absence from the University must apply to the Dean for re-admission at least six weeks before the next semester begins.

b. Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should consider requesting a medical leave of absence (MLOA), which permits students to take a break from university life and their studies, so that they may receive treatment and later return to the University with an enhanced opportunity to achieve their academic and co-curricular goals. Students interested in a MLOA should contact their academic Dean’s office, and the Student Health Center or the Counseling and Psychiatric Service.

c. At the Request of the University

In special circumstances the University may mandate a leave of absence if the student’s illness or behavior is life-threatening or so severely disruptive that it interferes with the academic pursuits
and other activities of the academic community. The Student Handbook at each individual school provides detailed information on involuntary medical leaves of absence.

The student must contact in writing both the academic Dean and the Director of Student Health Services to request re-enrollment at least four and not more than six weeks prior to the fall or spring semesters or the summer school sessions. When a leave of absence has been granted for medical reasons, the University may require medical opinion and recommendations before reviewing the student’s request for readmission. More information on a medical leave of absence is available from the academic Dean or from the Department of Student Health.

d. U.S. Military Service Leave and Re-Enrollment Policy

Georgetown University recognizes that students who serve in the U.S. armed forces may encounter situations in which military obligations force them to withdraw from a course of study and that this can sometimes happen with little notice. This policy applies to all University schools and programs and is intended to recognize, and make appropriate allowances for, students who find themselves in such situations.

I. Military Leave and Refund Procedures

A. Definition

For purposes of this policy, a "military service leave" is a University approved withdrawal from a University course or program that is necessitated by service, whether voluntary or involuntary, in the United States Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

B. Student Responsibilities

A student who is called up for active duty or active service in a branch of the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, National Guard or Reserve) and wishes to take a military service leave must:

- Provide the University with advanced notice of such service and the intention to withdraw. As soon as possible after receiving military orders that require withdrawal from a program or course of study, a student must contact his or her academic dean, as well as the Georgetown University Veterans Office, and present a copy of the military orders or other appropriate documentation. This advanced notice can be made by the student or may be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. The notice need not include a statement of an intention to return to the University. If military necessity renders it impossible to provide advanced notice, the student may initiate a military service leave by providing notice at the first reasonable opportunity, in writing, personally signed, and with a copy of the military orders attached, to the Georgetown University Veterans Office, 3520 Prospect St., NW,
C. University Procedures

Upon receiving notice of a student's intention to withdraw from courses or a program because of military obligations, the Georgetown University Veterans Office shall promptly contact the appropriate dean and campus registrar, who shall review the notice and initiate the military service leave of the student and notify the Office of Student Financial Services and the Office of Student Accounts. The Office of Student Financial Services will review the student's eligibility for financial aid funds received before the time of withdrawal and inform the student about the status of his or her financial aid and about actions required to defer loan repayments based on military obligations. Students who are granted a military service leave will receive a 100% refund of tuition and fees charged for the semester or academic term in which they withdraw, but will be charged for housing and meal plan expenses already incurred. If the University determines that it is appropriate to award academic credit for work completed in the semester or academic term in which a student takes military service leave, the student shall not receive a refund for the portion of the course of study for which academic credit is awarded. No refund will be provided until the University receives a copy of the military orders necessitating the withdrawal.

II. Military Re-Enrollment Procedures

A. Definition

For purposes of this policy, a "military re-enrollment" is a University approved re-enrollment into a course or program after a military service leave.

B. Student Responsibilities

A student who has taken military service leave from the University or has had studies interrupted because of active duty or active service in a branch of the United States Armed Forces and wishes to re-enroll must:

- Notify the University of the intention to return to resume a course of study upon conclusion of duty or service and present appropriate documentation. To qualify for military re-enrollment, a student must provide notice to the University within three years from the time he or she is discharged from military service or is placed on inactive duty of the intention to re-enroll. Notice should be provided in writing to the appropriate academic dean, as well as to the Georgetown University Veterans Office, and should include documentation (including an official certificate of release or discharge, a copy of duty orders, or other appropriate documentation) to establish that the student's withdrawal was related to service in the uniformed services and that the student is able to resume studies.¹ Military re-enrollment guarantees a student who meets these requirements access to the same course of study he/she was in at the time of withdrawal with no re-enrollment fee, unless a student receives a dishonorable or bad conduct discharge or has
been sentenced in a court-martial. Any student who did not give written or oral notice of service to the campus Registrar or the Veterans Office prior to withdrawal because of military necessity may, at the time the student seeks readmission, submit documentation that the student served in a branch of the U.S. Armed Services that necessitated the student's absence from the University.

C. University Procedures

A student who meets the notice requirements set forth herein will be granted military re-enrollment in the semester following the notice of intent to return, or, if the student chooses, at the beginning of the next full academic year. Upon returning to the University, the student will resume his or her course of study without repeating completed coursework and will have the same enrollment status and academic standing as before the military leave. The student will be charged the same tuition and fee amounts for the first year after re-enrollment as were charged in the semester of withdrawal. However, if military or veterans' education benefits will cover the difference between the tuition and fee amounts currently charged other students and the amount charged in the semester of withdrawal, the University may charge the amounts currently charged to other students.

If a student is not academically prepared to resume a course of study in which he or she was previously enrolled or is unprepared to complete a program, the University will determine whether reasonable means are available to help the student become prepared. The University may deny the student re-enrollment if it determines that reasonable efforts are not available, or that such efforts have failed to prepare the student to resume the course of study or complete the program. A student who has been away from the University on military service for more than five years (including all previous absences for military service obligations after initial enrollment but including only time the student spends actually performing service in the uniformed services) will not be guaranteed military re-enrollment, but may petition his or her dean for consideration of military re-enrollment. A student who chooses at the conclusion of military service to enroll in a different course of study than the one the student was in at the time of military withdrawal must complete the regular admission and enrollment process for that course of study.

Notes

1. The University shall determine the adequacy of documentation with reference to 34. C.F.R. Sec. 668.18(g).

2. The appropriate point in a course or program for a student to resume studies, the timing of re-enrollment, and the determination of the "same course of study" will be determined by the University taking into account the unique characteristics and requirements of that course or program and the modes in which it is offered (e.g., non-degree vs. degree, evening vs. day program, special program vs. standard program). If the program in which the student was enrolled has been discontinued or is no longer offered, the University will enroll the student in the program that it determines to be most similar to that program or in a different program for which the student is qualified.
3. The appropriate tuition and fee amounts will be reflected on the bill that the student receives.

4. This cumulative leave of absence restriction shall be interpreted and applied with reference to 34 C.F.R. Sec. 668.18(c) and (e), which set forth rules for calculating cumulative absence due to military service.

8. Withdrawing from the University

An honorable withdrawal will usually be granted, upon written request, to any student in good academic standing and not subject to disciplinary action. Disciplinary action may include current probation or suspension, or pending proceedings before the Honor Council or the Student Discipline System. Students wishing to withdraw must complete the following steps:

- notify the appropriate Dean’s Office in person;
- notify the Office of Student Financial Services, in person if possible, when the student has received any financial assistance from Georgetown or any state guaranteed or federally insured loans from lenders other than Georgetown while attending the University;
- consult with the Office of Student Accounts to be certain that the student’s financial records are in order. Students who are due a tuition refund must apply for such a refund in writing at the Office of Student Accounts.
- By act of registration, students accept the responsibility for charges of the entire semester, regardless of attendance in class and regardless of the method of payment used. Registration includes preregistration, registration, and all courses added after the student’s initial registration. Official withdrawal from the University can be accomplished only by following the procedures set forth above. Withdrawal from individual courses can be accomplished only by processing official drop through the appropriate Dean’s Office. Notifying anyone else does not constitute official notice of discontinuance. Students will not be granted an honorable withdrawal while unsatisfied financial obligations to the University exist.

A student who fails to register by the end of the late registration period will be removed automatically from the rolls of the University.

The University has established a schedule for partial refund of tuition charges for official withdrawals from the University: this schedule is found in the section on Expenses and Financial Assistance. As stated above, application for tuition refunds must be made in writing at the Office of Student Accounts.

9. Transfer Within the University

Since the four undergraduate schools are distinct colleges under the jurisdiction of separate Deans, students interested in transferring within the University must apply in writing to the school to which they wish to transfer. Students become eligible to transfer between schools at the end of their first year. Applications will be presented to the appropriate Dean’s Committee on Transfer Students for evaluation. Each school establishes its own admission standards for
transfer students. A student considering transfer should consult the appropriate Dean’s Office to learn deadlines and regulations governing applications. Students who transfer should expect to complete all of the degree requirements of the school to which they transfer.

10. Graduation

Degrees are awarded three times a year: in May, August, and December. Seniors must file an application for the degree at the Dean’s Office. The last days to file follow:

- for a May degree is February 1;
- for an August degree, August 1; or
- for a December degree, November 1.

Failure to apply for the degree may postpone the student’s graduation.

Diplomas are ordered three times per year. August and December grads may pick up their diplomas in person or arrange to have them mailed home.

Students who graduate in August and December may take part in the Commencement Exercises the following May. Students who are suspended, dismissed or on a leave of absence may not participate in any Commencement activities.

Diplomas and academic transcripts will not be issued to graduates with unsatisfied financial obligations to the University.

The University provides each student with a number of invitations for Commencement. This material plus more general information about the details of Commencement weekend are available in the Deans’ Offices after the middle of April. Please note that caps and gowns are worn at graduation.

Seniors are requested to complete the senior survey that is distributed through the Office of Assessment and Decision Support.
Examinations

1. General Policy

Examinations are part of the education process and serve to assess students’ academic performance in courses. Instructors determine the format and schedule of tests and assignments during the semester. Tests and mid-term examinations are normally given during the assigned class hours. The Department Chair or Dean must approve any significant deviation from this procedure. Tests and examinations are generally taken in booklets (bluebooks) supplied by the University. Use of these bluebooks is restricted to tests and examinations. University regulations forbid the distribution, possession or use of these bluebooks outside the examination room. Faculty comments on written assignments and projects are integral to the development of students’ writing and analytical skills. Therefore, it is expected, for pedagogical reasons, that faculty members return students’ work in a timely fashion. Furthermore, faculty members are responsible for returning papers and examinations directly to students.

2. Study Days

The University normally designates 2–3 days between the end of classes and the beginning of the final examination period each semester as study days (see the Academic Calendar for the specific dates). This provides time during which undergraduate students can complete the work of the semester and prepare for final examinations. All final examinations are to be administered during the final examination period scheduled by the Registrar for the course in which the final is being given. No member of the faculty should alter the examination schedule or schedule an undergraduate final examination either during the study days or during the final week of classes. Assignments that are not cumulative, such as interim exams can be given during the final week of classes provided a final exam is given during the final exam period.

3. Final Examinations

Final written examinations are held during the assigned examination period. The Registrar publishes the schedule for final examinations. Professors must adhere to the final published
schedule, and changes must be approved by the Dean and the Provost. Unauthorized changes in the examination schedule should be reported to the Dean’s Office.

At times students will encounter conflicts in the examination schedule. The Dean’s Office will handle the rescheduling of an examination in the following cases: (1) two examinations scheduled at the same time; (2) three examinations on one day or three examinations in a row (in three successive time-slots).

**Studying, Grades, and Credit**

1. **Studying**

   The academic learning of students is, in the University’s eyes, their most significant responsibility. Students should expect to study at least 30 hours per week outside of class (i.e., at least six hours per three credit course). Faculty design their courses with this expectation in mind, but evaluate students on the basis of their achievement.

2. **Grades**

   The semester grade, which is indicated on the student’s transcript, is a combination of grades given for class work, tests, assigned papers or projects, laboratory performance, and the final examination.

   When students wish to review their grades with a faculty member, the instructor is responsible for making available all relevant examinations, papers, and other items. Student work must be either returned directly to the student, or retained by the professor for a minimum of one calendar year.

   Faculty should retain their grade books indefinitely.

   Adjunct or visiting faculty who leave the University must submit papers and exams with the Department Chair.
It is a professional responsibility that faculty submit their grades according to the deadlines established by the University Registrar. Incidences of delinquency will be reported to the Departmental Chair and appropriate academic Dean.

3. Quality Grades

Effective Fall of 1993, grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Adequate</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Minimum Passing</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Minimum Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The quality points are obtained by multiplying the number of credits attempted by the value assigned to the grade earned.

The Quality Point Index (QPI) is obtained by dividing the total number of quality points earned by the total number of credits attempted.

The grades S (satisfactory) and U (unsatisfactory) are applicable to courses taken for credit but not for quality points. S is equivalent to grade C or better. U, for which no credit is given, is equivalent to C-, D+, D or F.

A degree candidate who fails any required semester course in a current major or minor must repeat and pass that course at Georgetown before graduation. Students cannot repeat for credit a course in which they earned a grade of D or better.

Only those courses that count for the degree will be listed on the transcript. This applies to Georgetown study abroad programs and to independent study programs.

With the prior approval of the Department Chair or Field Committee and Dean’s Office, credits earned at another university may be applicable toward degree requirements. However, such transferred credits will not be computed in the student’s cumulative Quality Point Index. By contrast, credits earned in courses previously approved by the Department Chair or Field
Committee and Dean’s Office in conjunction with Georgetown Programs Abroad always apply toward degree requirements at Georgetown. In addition, grades earned in courses offered directly by Georgetown at SFS-Qatar, Fiesole, Alanya, and in Georgetown summer programs abroad are also computed in the student’s cumulative Quality Point Index (see more information on courses taken abroad and the QPI).

Although a listing of all Leisure and Recreation courses is provided in the class schedule, and those students who take these courses must register for them, no grades will be recorded nor will these courses appear on the student’s transcript.

4. Pass/Fail Policy

After the first year, students may take one elective course each semester on a pass/fail basis up to a total of six pass/fail courses during sophomore, junior, and senior years.

The procedure for selecting a pass/fail course is as follows:

- Students choose an elective course on a pass/fail basis during the add/drop period by completing a pass/fail course registration form available in the Dean’s Office. Students dropping a pass/fail course may not add another pass/fail course for that semester. The respective Dean’s Offices will notify professors of those students taking courses on a pass/fail basis.
- The pass/fail option is restricted to free electives and must be exercised only for courses within the normal course load for a given semester. A department, for valid reasons, may designate certain of its courses as unavailable to the pass/fail option and will notify the Dean’s Office. Language classes below 215 may not be taken pass/fail.
- Pass/fail courses will be marked S (Satisfactory), equivalent to letter grades of C or better, and U (Unsatisfactory). Neither the S nor the U will affect the student’s average. Only courses noted as “S” receive credit.
- Once a student has decided to take a course on a pass/fail basis, it is not possible, under any circumstances, to record a letter grade for that course.

5. Audit Policy

Persons who audit a course pay the standard per credit hour tuition. Refer to the Expenses section for the per credit hour tuition amount. If an auditor exceeds the number of absences permitted by the professor, a grade of “W” will be recorded on the record and no refund will be given.

Language courses (at the expository writing level and below) and Consortium courses may not be audited. Students in the College are not permitted to audit courses.

If a student wishes to change status from credit to audit, the student must obtain the Dean’s signature on an add/drop slip and submit the request for changes during the add/drop period. Changes to audit are not allowed beyond the add/drop period. Without the change at that time,
the student is left with the option of either completing all course work and receiving a grade or dropping the course entirely.

*Once a student registers for an audit, it is not possible, under any circumstances, to record a letter grade for that course.*

6. Advisory Grades

Advisory grades are made available by the Registrar through MyAccess after mid-term examinations in the fall semester. These grades are not part of the permanent academic record of the student; they are designed to help first-year students evaluate academic achievement. Students with any deficiencies should confer with the appropriate professor. The grades used are Satisfactory (SM), Marginal (MM), Unsatisfactory (UM).

7. Incompletes

Students must complete all work in a course no later than the date of the final examination. In the case of illness or other grave reasons, the student will request permission from the Dean’s Office to receive the provisional grade of N. No provisional grade except N may be given. Students requesting an N grade must process the N grade form in the Dean’s Office by the last day of class in the semester. N grade forms are available in the Deans’ Offices; instructions are printed on the forms. With the approval of the Dean’s Office, a professor may give an N grade. Without such permission, professors must submit a letter grade from A through F. Unauthorized N grades are automatically converted to failures. When an N grade is granted, the course must be completed and the final grade submitted by the professor no later than (1) March 30 for the fall semester; (2) September 30 for the spring semester; (3) November 30 for the summer sessions.

8. Grade Reports

The Registrar will make semester grades available through MyAccess at the end of the examination period each semester. Students may request that a transcript of their academic record be mailed to their home address or other address through MyAccess. There is no additional cost for that service. It is important to inform the Registrar, through MyAccess, of any change of address so that University communications can be properly addressed.

9. Grade Changes

When a professor feels a grade change is justified (e.g., due to an error in recording or calculation), the professor will submit a grade-change authorization request including the reasons for such a change, to the student’s Dean, for approval.

Professors cannot change final grades on the basis of additional work from an individual student, including the resubmission of papers.

*The Academic Standards Committee of each school is responsible for ensuring that grade changes are not processed later than one semester after a course has been offered. A grade for a*
fall semester course may be changed by the professor until the end of the spring semester; a spring semester course until the end of September; a summer course until the end of November.

10. Grade Appeals

When a student thinks that a given course grade is not justified, he or she must first discuss the grade on an informal basis with the professor of the course. Within the first twenty-one calendar days of the next semester, the student and professor should discuss the grade. (Faculty may be unavailable between semesters. For spring and summer classes, the next semester is the fall semester.) After having discussed the grade with the faculty member, the student may consider a formal appeal of the grade.

1. **Grounds for appeal.** An error in grading procedures or inequity in the application of policies stated in the course syllabus are grounds for an appeal. A disagreement with the professional judgment of the professor should not be the basis of an appeal or any resulting change of grade. The appeal process involves a thorough review, which could result in the decision that the grade was too low, or, if such an error or inequity was found to have benefitted the student, that the grade was too high.

2. **Initiating an appeal.** If the student believes that there is reason for an appeal of the professor’s assigned grade, the student may make a formal written appeal to the Chair of the faculty member’s department with a copy of the appeal letter sent to the student’s Dean. In the appeal letter, the student must state the grounds for the appeal and document any claims of grading error or inequities in as much detail as possible. The Chair must then notify the faculty member of the appeal and provide a copy of the formal request. Such an appeal must be filed within the first thirty calendar days of the semester after that in which the grade was assigned. (If the faculty member is in the School of Foreign Service, the appeal would go to the Faculty Chair; and if the faculty member is in the McDonough School of Business (MSB), the appeal would go to the Undergraduate Dean of the School. In the event that changes in titles or responsibilities make these designations inappropriate, the Dean of each School will have the authority to make a new designation.)

3. **Informal resolution of the appeal.** The Chair/Dean may try to resolve the appeal informally, but has no authority to change the grade assigned by the faculty member.

4. **Resolution by a faculty committee.** If the Chair/Dean does not resolve the appeal informally or if the chair is the faculty member who assigned the original grade, he or she shall ask a committee of three impartial faculty members to review the complaint and decide the issue. (In MSB, the UG Dean convenes the Appeals Committee to review the complaint.) The Chair may choose an impartial faculty member from another department or program if necessary to assure fairness. After hearing from the faculty member and the student (or determining that they are unavailable), and taking whatever other steps it deems necessary, the appeals committee shall decide whether to sustain the original grade, raise it, or lower it. The committee’s decision is final. The Chair (or UG Dean at MSB) must report to the student, the faculty member, and the student’s Dean how the appeal has been concluded no later than sixty days after the beginning of the next semester.
5. **Default resolution by the Dean.** If the student’s Dean does not receive a report from the Chair within the second thirty-day period, the Dean shall notify the chair that the report has not been received and that unless a report is received within fourteen calendar days, the Dean will settle the appeal. If a report is not received within that period, the Dean shall either resolve the appeal informally or, soliciting whatever advice he or she needs, decide whether to sustain the original grade, raise it, or lower it. The Dean’s decision in that case is final. The Dean shall notify the student, the faculty member, and the Chair of the decision reached in the case. The matter must be settled by the end of the semester following the one in which the course was given and the grade awarded.

11. Graduation and Semester Honors

In order to graduate, a student must have attained a cumulative Quality Point Index of 2.00 or higher.

Upon graduation, honors are awarded on the following basis:

*summa cum laude*: 3.9 and above  
*magna cum laude*: 3.7 and above  
*cum laude*: 3.5 and above

Full-time students only may earn honors on the basis of QPI for a given semester:

First Honors: 3.9 and above  
Second Honors: 3.7 and above  
Deans List: 3.5 and above

In order to ensure that Latin honors represent a mark of distinction, they will be calculated within designated percentiles according to the following rules (beginning with the graduating class of 2017). Please note that in all cases, honors are determined by percentiles in each school (including SCS) and that all students receiving the BSFS degree (in SFS or SFSQ) will be considered together.

- The lowest grade point average (GPA) of the top five percent (5.000%) of the previous year's graduating class will be used to determine the GPA needed by the undergraduate students of the next graduating class to graduate Summa Cum Laude.
- The lowest GPA of the next ten percent (i.e., the top 15-5.001%) of the previous year's graduating class will be used to determine the GPA needed to graduate Magna Cum Laude.
- The lowest GPA of the next ten percent (i.e., the top 25-15.001%) of the previous year's graduating class will be used to determine the GPA needed to graduate Cum Laude.

Note: "full-time" status for the purposes of computing honors requires that a student be enrolled in at least twelve credits of coursework for which quality points are awarded. Pass/fail grades are not awarded quality points.
Academic Standards

Each school has a committee which is charged with monitoring and maintaining academic standards. These committees review the academic performance of all undergraduates at the end of each fall and spring semester and have the authority to place students whose performance has been deficient on probation or to suspend or dismiss them from the University. The committees may also issue warnings to students who have withdrawn from or neglected to enroll in classes designed to meet degree requirements, or who otherwise are not making adequate progress towards the degree. The following parameters apply to all schools (for further details please see the sections on Academic Standards under each school entry).

1. Attendance and Timely Completion of Assignments

Attendance at classes is restricted to those who are officially registered or who are present at the specific invitation of the instructor.

All students are expected to attend all classes, including participation in activities required by the instructor during campus "closure", and to complete all of their assignments in a timely fashion. All course requirements are to be completed no later than the date of the final examination. Absences may have an adverse effect on grades in a course, up to and including failure.

“Absence” is defined as the failure of a student to be present when the class roster is checked by the professor. Lateness may be listed as absence, since students may be refused admission to any class when late. Flagrant cases of absence that affect the student’s achievement of course objectives may necessitate withdrawal from the school.

Students absent for several days because of illness should notify their Dean’s Office. A prolonged absence may necessitate the student’s withdrawal from the University for the semester.
Accommodating Student Religious Observances

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. This list can be found on the Campus Ministry website, http://campusministry.georgetown.edu. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with an advising dean.

2. Probation

Students who fail a course or who earn a cumulative grade point average below 2.0 are automatically placed on probation. Students may also be placed on probation for failing to complete a full-time course load (minimum of 12 credits) in two or more semesters. Probationary status continues until it is lifted by the academic standards committee.

In general, students on probation are expected to earn a grade point average of at least 2.0 while carrying at least twelve credits during the semester following imposition of probationary status. The academic standards committees reserve the right to impose additional or higher standards of performance (these additional conditions are communicated to the student by letter). Any student who fails to meet all of these conditions—general or specific—may be suspended or dismissed at the end of the following semester.

Please note: no notation of academic probation is made on the transcript.

3. Suspension or Dismissal from the University

Students may be suspended (for one or two semesters) or permanently dismissed from the University because of unsatisfactory academic performance. Students who fail a course while on probation are eligible for suspension or dismissal as are those who fail two courses in a single semester or who accumulate a total of three failures while enrolled at Georgetown. In addition, students may be suspended or dismissed if their cumulative grade point averages fall below the following levels at the end of the academic year:

First-year students: 1.20
Sophomores: 1.70
Juniors: 1.90
In cases of academic suspension, the length of the student’s separation from the University is determined by the Academic Standards Committee. The Committee may also impose requirements for readmission at the end of the suspension period; these are generally linked to the expectation of better academic performance after study is resumed. Students who are suspended for academic deficiency, or Honor System or Student Conduct violations, may not transfer credits to Georgetown earned elsewhere during the suspension period. Please note: academic suspensions are noted on transcripts.

In cases of dismissal for any reason including academic deficiency, Honor System, or Student Conduct violations, students are permanently separated from the University. Please note: academic dismissals are noted on transcripts. Dismissed students may not continue to work in any way toward a Georgetown degree.

Suspended and dismissed students may not register or attend classes, hold a room in a campus residence hall, or participate in any activities reserved for students in good standing at Georgetown University, including (but not limited to) Commencement activities.

4. Appeal of Suspension or Dismissal

Students who are academically suspended or dismissed may request an appeal of this decision by writing to the Academic Standards Committee within the time limit set by individual schools. Students who do not request an appeal within the time limit determined by the school forfeit the right to appeal. This time limit is specified in the letter of the Committee notifying the student of the suspension or dismissal. The appeal will be heard by a special Appeals Board (see the school sections of the Bulletin for details of board composition and procedure). Every effort will be made to assure the student of fundamental fairness in the appeal hearing. The Appeals Boards for all schools operate within the following parameters:

- The purpose of the Board is to review the student’s academic records in light of the decision of the Academic Standards Committee and to determine whether there are any mitigating factors that warrant a less severe penalty than the one imposed by that Committee. For this reason, the student’s file and a summary of the Committee’s deliberations are made available to the Board.
- In requesting the appeal, the student must explain in writing what the mitigating factors might be and may also present evidence to which the Academic Standards Committee may not have had access. Appellants normally must appear before the Board to present the case in person. The student may bring someone to help present the case and for the purpose of moral support. However, since the Board is an educational institution and not a court of law, an attorney may not appear on behalf of a student during the hearing or appeals process. In extraordinary cases in which it is not possible for the student to appear in person before the Board, a written statement from the student may suffice.
- The Board has the right to call people other than the student to appear before it in the interest of illuminating the case and especially the claims made by the student about extenuating circumstances. If these people cannot appear, they may submit their views in writing. The Board will accept and review written statements submitted at the request of
the student in support of the appeal, but it is up to the Board to decide whether it will invite “witnesses” such as parents, professors, and psychiatrists to participate in the hearing itself.

- The student may be present for all stages of the hearing except for the final deliberations of the board.
- Decisions reached by the Board are final and may not be appealed again.

5. Readmission

Students who are suspended must make a formal written request to be readmitted at the end of the suspension period. These requests must be submitted to the Dean’s Office six weeks before the date of registration.

A student who has been dismissed from Georgetown must not expect to be readmitted. In very rare cases, the Academic Standards Committee may agree to consider an application for readmission after at least one year has elapsed from the date of the dismissal. Requests for readmission must be made in writing to the Dean’s Office.

Overseas Studies

1. Approval

A student who wishes to apply courses taken on any overseas study program to a Georgetown degree must obtain approval, prior to departure, for the study program and for the specific courses to be taken. Each student should formulate a study proposal to be submitted for approval. In most cases initial approval will be given by a faculty advisor. In Georgetown College the approval of the student’s major department is required. In all cases, the final course approval is given by the Dean of the student’s school.

If the language of instruction is not English, the student must also take a language examination administered by the appropriate language department, prior to the application deadline.
If students need or want to change their selection of courses after arrival at the overseas location, approval for the changes must be obtained from the Dean of the student’s school and the Office of Global Education.

2. Admission

Once the necessary approvals have been granted, a student should apply to the appropriate office for admission. In the case of most Georgetown-sponsored programs this will be the Office of Global Education (OGE). A student applying to a program which is not sponsored by Georgetown University should write directly to the program sponsor to obtain application information, and must file an Independent Petition application with the Office of Global Education.

3. Registration and Enrollment Status

In the case of Georgetown-sponsored programs, an admitted student should register for the overseas program or, in some cases, for the individual courses. An admitted student is considered enrolled for a full-time course of study during the period spent abroad.

A student who wants to participate in a program not sponsored by Georgetown must submit an Independent Petition application through the Office of Global Education selection process in order to receive credit for academic work completed abroad. If approved, the student will remain enrolled at Georgetown University and will be enrolled in the GU Education Abroad Accident and Sickness Insurance Plan. The student will be required to register for sufficient credits and will be eligible to apply for both Georgetown and federal financial aid. Once the student has successfully completed the program abroad, his or her transcript will show a Georgetown-approved independent study abroad notation.

A student who is not approved through the Independent Petition process and chooses to attend such program must take a leave of absence (see I, 6a, above). Course work completed while on a leave of absences is not eligible for transfer credit.

4. Credits, Grades, and Residency

Credit towards the undergraduate degree will be awarded for all previously approved courses, provided the courses have been successfully completed with a grade equivalent to at least a C, and provided the student presents acceptable documentation from the host university or sponsoring institution. A maximum of 17 credits per semester (12 credits per summer session) may be applied to Georgetown degrees from overseas programs.

If a student has successfully completed a course of study that is considered to be a full course of study for local students at the host university, full credit (15 credits and 5 courses per semester) will be awarded for the overseas program. Credits may be applied towards core requirements, the major or concentration, the minor, or counted as electives, at the discretion of the appropriate Georgetown academic officers.
In the case of Georgetown-approved programs, all grades (including grades for courses for which no credit is granted by Georgetown) will be recorded on the student’s academic transcript as reported to Georgetown by the overseas program officers. In the case of students studying on non-Georgetown programs during the summer, only course titles and credits (not grades) will be recorded on the transcript.

In most cases, grades earned overseas will not be computed in the student’s cumulative Quality Point Index (QPI). Exceptions are grades earned in courses offered in Georgetown’s Living and Learning Community programs, at SFS-Qatar, and in Georgetown summer programs abroad; these are included in the student’s QPI.

Work completed on semester study abroad will count toward fulfilling the residency requirement.

5. International Students

International undergraduate students in F-1 and J-1 student status must maintain a full-time course load of at least 12 credits each semester. Federal regulations governing student status require that students obtain approval from the Office of Global Services PRIOR to reducing their course load below the 12 credit minimum. International students should not depend on their professors or academic advisors for information about immigration regulations and course load requirements. Failure to maintain full-time status, as defined by Department of Homeland Security, may result in loss of permission to remain in the United States.

The Honor System

1. Introduction

As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character.
To uphold this tradition, the University community has established an honor system for its undergraduate schools, including Georgetown College, the School of Foreign Service, the School of Business, the School of Nursing and Health Studies, and the School of Continuing Studies. Beginning in the academic year 2015-16, terminal masters students (with the except of the Masters in Business Administration programs), are subscribed within the Honor System policies and procedures. Students are required to sign a pledge certifying that they understand the provisions of the Honor System and will abide by it. The Honor Council is the principal administrative body of this system. The Honor Council has two primary responsibilities: to administer the procedures of the Honor System and to educate the faculty and undergraduate student body about the standards of conduct and procedures of the System. For the most current policy information, see http://honorcouncil.georgetown.edu.

2. The Honor Pledge

Upon application to any of the academic divisions of Georgetown University subject to the jurisdiction of the Honor System, all students will agree to sign the Honor Pledge. Upon matriculation, the student will state or write the pledge as follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System:

- To be honest in any academic endeavor, and
- To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Faculty may at their discretion require students to include a signed version of the pledge with their assignments.

3. Standards of Conduct

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

A. Cheating on Exams and Other Assignments

Cheating is the use or attempted use of unauthorized materials, information, study aids, or unauthorized collaboration on in-class examinations, take-home examinations, or other academic exercises. It is the responsibility of the student to consult with the professor concerning what constitutes permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment is academic fraud.

B. Committing Plagiarism

Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off as one’s own the ideas or writings of
another. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Faculty may use various methods to assess the originality of students’ work. For example, faculty may submit a student’s work to electronic search engines, including Turnitin.com, a service to which the Honor Council and the Provost subscribe. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.

C. Using False Citations

False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas which should be traceable link by link.

D. Submitting Work for Multiple Purposes

Students are not permitted to submit their own work (in identical or similar form) for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at either Georgetown or other institutions attended by the student.

E. Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

F. Falsifying Academic Documentation

Any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, and medical certification of absence) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

All attempts to deprive others of equal access to library materials constitute a violation of academic integrity. This includes the sequestering of library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices; and the removal or attempt to remove library materials from any University library without authorization. Defacing, theft, or destruction of books and articles or other library materials that serves to deprive others of equal access to these materials also constitutes a violation of academic integrity.
H. Abuse of Shared Electronic Media

Malicious actions that deprive others of equal access to shared electronic media used for academic purposes constitute a violation of the Honor System. This includes efforts that result in the damage or sabotage of campus computer systems.

4. Student Status with Respect to the Honor System

A. All traditional Georgetown University undergraduate and terminal masters students, except those matriculated in the McDonough School of Business, and all students in the School of Continuing Studies, including both undergraduates and masters students in the Liberal Studies Program, and students in non-degree programs, such as certificate programs, are subject to the rules and procedures of the Honor System.

B. The Honor Council shall investigate and adjudicate, if appropriate, an alleged Honor System offense even if the accused student drops or is withdrawn from a course within the allowed deadlines.

C. If a possible violation is reported after the grade for a course has been submitted, a case will be adjudicated only if the Executive Board determines that the alleged offense is of sufficient gravity to warrant consideration. Only matters that could reasonably result in sanctions reflected in a student’s permanent record will ordinarily meet the “sufficient gravity” test in this context.

D. If a student with a possible violation withdraws, transfers, or is, for any reason, not currently enrolled at Georgetown, the University may maintain a continuing interest in, and complete the adjudication of, the matter, if, in the judgment of the Executive Board, the matter is of sufficient gravity to warrant resolution. Only matters that could reasonably result in sanctions reflected in a student’s permanent record will ordinarily meet the “sufficient gravity” test in this context. The Executive Board shall have the discretion to determine whether the adjudication will occur before or after the student’s re-enrollment.

E. A student may not graduate with an unresolved Honor Council charge which, in the judgment of the Executive Board of the Honor Council, is of sufficient gravity to warrant resolution. Only matters that could reasonably result in sanctions reflected in a student’s permanent record will ordinarily meet the “sufficient gravity” test in this context. Certification for the degree will be withheld pending a final resolution of the Honor Council matter.

F. If a possible violation is reported after a student has graduated, transferred, or otherwise terminated his or her enrollment at the University, a case will be adjudicated only if the Executive Board determines that the case is of sufficient gravity to warrant consideration. Only matters that could reasonably result in dismissal from the University will ordinarily be deemed to meet the “sufficient gravity” test in this context. Following adjudication in a case involving a student who has already received a degree, the Hearing Board shall have the authority to recommend sanctions up to and including the revocation of the student’s degree.

5. The Honor Council
A. Membership

The Honor Council shall consist of three assemblies: students, faculty, and Deans’ representatives. Each assembly will select from its members individuals to serve on the Executive Committee of the Honor Council. Members of each assembly are expected to serve periodically on Honor Council committees. The full membership of the Honor Council shall convene at least once per semester and periodically as deemed necessary by the co-chairs.

1. **The Honor Council Chairs and the Executive Director.** The Executive Committee shall be led by a Faculty Chair appointed by the Provost, and two Student Chairs, undergraduate and masters-level, elected by the Student Assembly. At least one year of service on the Honor Council is required before one is eligible to serve in a chair position. The Executive Director of the Honor Council reports to the Office of the Provost, and serves as the administrative officer for the Honor Council. The Executive Director is a non-voting member of the Honor Council.

2. **The Executive Board.** The Executive Board of the Honor Council shall consist of the Faculty Chair, two Student Chairs (undergraduate and masters-level), and the Executive Director, who collectively shall manage and advise the Assemblies and Executive Committee.

3. **The Executive Committee.** The Executive Committee shall, on the advice and consent of the general membership, determine and implement the policies and procedures of the Honor Council. The Executive Committee shall consist of twenty-four members: twelve students (including the Student Chairs); six members of the faculty (including the Faculty Chair); and six members of the deans’ offices. The Faculty and Student Chairs may be designated members of the Executive Committee or may serve in an *ex officio* (non-voting) role. Chairs of Honor Council committees may serve in an *ex officio* capacity on the Executive Committee. The Executive Committee shall convene at least four times per semester.

4. **The Decanal Assembly.** Members of the Dean’s Office of each of the four undergraduate schools, the Graduate School, and the School of Continuing Studies shall be nominated by the schools’ Deans and appointed to the Honor Council by the Provost, in staggered two-year terms. The decanal officers shall select six members, one per undergraduate school, the Graduate School, and the School of Continuing Studies, to serve on the Executive Committee. All decanal officers are eligible to serve as hearing board members.

5. **The Faculty Assembly.** As few as four and as many as six members of the faculty, preferably tenure-track, of each of the four undergraduate schools, the Graduate School, and the School of Continuing Studies shall be nominated by their Deans and appointed to the Honor Council by the Provost in staggered two-year terms for a total of between twenty and thirty-six faculty members, inclusive. The Faculty Assembly shall select six members, one per undergraduate school, the Graduate School, and the School of Continuing Studies to serve on the Executive Committee. All faculty members may serve on hearing boards and serve as investigating officers.

6. **The Student Assembly.** At least six students from each undergraduate school, the Graduate School, and the School of Continuing Studies shall be appointed to the Honor Council for a total of no fewer than forty student members. Early in the spring semester a
group of student leaders currently on the Honor Council will accept and review applications and make appointments to the Student Assembly for the following academic year, after consultation with the Deans’ Offices. Spaces for new first-year and transfer students (graduate and undergraduate) will be reserved until an application process occurs early in the fall semester. Normally, students enrolled in their first semester at Georgetown are not eligible to serve on hearing boards. The members from each school’s Student Assembly representatives shall select two students from their school, for a total of twelve students, who shall serve on the Executive Committee. One to three of the students shall be designated to the Student Chair position by election from the Student Assembly as part of this application process. The Outreach Committee will make assignments to committees based on students’ declared interests and the needs of the Honor Council.

7. **Committees.** Student Honor Council members are required, and other faculty and decanal members strongly encouraged, to participate in the wider mission of educating the community about issues of academic integrity through membership on standing committees to be established at the discretion of the Executive Committee.

**B. Duties**

1. Hearing boards made up of current members of the Council will hear all reported cases of alleged academic dishonesty in any of the undergraduate schools and will investigate and adjudicate them fairly, consistently, and expeditiously.
2. Appeal boards made up of current members of the Council will hear all appeals.
3. The Sanction Reduction Board made up of four members of the Council will consider all proposals from students eligible to have a sanction reduced.
4. The Council will initiate and coordinate campus-wide educational efforts concerning academic integrity and the Honor System, ensuring that students, faculty, and administrators are fully informed about the Standards of Conduct and the Honor System. These efforts will include:
   a. ensuring that the Standards of Conduct and procedures of the System are accurately described in the *Undergraduate Bulletin*.
   b. working with the Office of Admissions to include the Honor System in the Office’s promotion of Georgetown, and to include a statement in the application for admission to be signed by the student upon matriculation declaring that he or she will adhere to the Standards of Conduct set forth in the Honor System.
   c. working with the Office of Student Affairs to provide information and documents during New Student Orientation concerning the Honor System, and to have students pledge during orientation to adhere to the Standards of Conduct set forth in the Honor System.
   d. formulating recommendations regarding how faculty can promote academic integrity through class discussions, syllabi, and assignments.
5. The Council will publish the names of its members and methods for contacting them.
6. The Council will periodically review all cases reported to the Council, to ensure consistency.
7. The Council will issue an annual report to the Executive Faculty, Provost and the Deans. This report will list in aggregate all the cases brought to the attention of the Honor
Council and their outcomes. To ensure confidentiality, the names of the students involved will not be noted.

8. The Council will periodically review the Honor System and recommend improvements in the Standards of Conduct or procedures if needed. Changes to the Honor System will be approved by the Executive Faculty, Provost, and the Deans.

6. The Honor System Procedure

The general procedure can be divided into four stages: report, investigation, adjudication, and sanctions.

A. Report

1. Any member of the University community with information concerning a possible act of academic dishonesty should report it to the Honor Council. Faculty members are obligated to report apparent violations. As responsible members of the academic community, students are strongly encouraged to support the Honor System as well by reporting acts of suspected academic dishonesty.
2. The report shall be received by an investigating officer.
3. Although the person making the report may first do so orally, the formal report must be made in writing and must describe in specific detail the information upon which it is based insofar as the facts are known. Any faculty member involved in a case brought to the Council is responsible for furnishing relevant evidence.

B. Investigation

The investigating officer will conduct an inquiry into the allegations. The investigating officer will inform the student(s) of the nature of the allegation, and evaluate the evidence. The officer shall make all reasonable efforts to interview the student, the professor in whose class the incident may have occurred, the complainant (if other than the professor), and any potential witnesses. Both the faculty reporting a suspected violation and the student(s) subject to an investigation are obligated to respond quickly to the investigating officer’s communications. Generally, the investigation and filing of an Incident Report is expected to take two weeks from the date of the investigating officer’s initial receipt of the case from the Honor Council’s Executive Director. Should the investigating officer, due to unusual circumstances, need more than one month to file an Incident Report, he or she must seek an extension of time in writing from the Faculty Chair of the Honor Council and the Provost.

1. If the investigating officer determines that there is insufficient evidence of a violation to warrant formal adjudication, the report shall be dismissed. Under these circumstances, no record of the report or its outcome shall be retained in the student’s academic file. Under no circumstance shall a dismissed report be considered a violation or have any bearing on subsequent cases involving the student. A notation of the matter itself will be sent to the Council and kept by the Council as part of its record of reports, with the student’s name expunged.
2. If the investigating officer determines that sufficient evidence of a violation exists to warrant formal adjudication, the investigating officer will notify the Faculty Chair, in writing, of the decision to refer the matter for adjudication, and make all materials available to the Executive Board.

C. Adjudication

1. Hearing
   a. Within one week of receipt of a case from the investigating officer, or as soon as reasonably possible, the Executive Director of the Honor Council shall organize a hearing board or convene the Executive Board to discuss the suitability of a case for the Expedited Sanction process (see Section V.C.2. below), and shall, in writing, notify the student of this fact and of the alleged violation. The letter to the student shall include a list of the hearing board members and a copy of the hearing procedures. The investigating officer may not be a member of the hearing board.

   The hearing board shall generally consist of five members of the Honor Council, including at least one member of a dean’s office, at least one student, and at least one faculty member. Only graduate (masters-level) students and faculty who teach in programs with graduate students may serve on hearing boards for graduate students. Usually, the decanal member, one faculty and one student will be from the school to which the accused student belongs. The other member(s) of the board would be from other school(s). If necessary, at the discretion of the Executive Director or the Hearing Board Chair, the hearing may proceed with four members.

   b. Generally, the decanal member on the hearing board shall serve as its chair. In cases involving students from two schools, normally a Dean from each school shall be on the hearing board.

   c. In matters involving multiple students, if all students consent in writing, their cases may be heard in a single hearing. Should all students not consent to a joint hearing, their cases will be heard separately by the same hearing board.

   d. The Executive Director shall prepare all written materials to be considered by the hearing board and make them available to the accused student at least seven days before the hearing. Any statement or corroborating evidence the accused student wishes to present to the hearing board should be submitted to the Executive Director at least 48 hours before the hearing. After that, statements and evidence may be accepted by the hearing board at its discretion. With the mutual agreement of the Honor Council and the accused student, a hearing may be held with fewer than seven days’ notice provided a hearing board reasonably can be assembled and the student will sign a statement waiving the seven days’ notice, in which case the student also may present a statement or corroborating evidence fewer than 48 hours in advance of the hearing.

   e. If a student fails without good cause to appear at a scheduled hearing, a hearing may be held and the matter resolved with the student in absentia.

   f. The hearing will be closed to the public in all cases. The accused student may be accompanied by another person who may serve as a source of support. For
example, students have chosen to bring a parent, a friend, a priest, or an attorney to a hearing to serve in this capacity. This person may not participate directly or indirectly in the proceedings.

g. The hearing board shall decide whether the student is “in violation,” i.e., whether the student has violated the University’s Honor System. Three of the board members must vote “in violation” based upon the preponderance of the evidence in order for sanctions to be recommended.

h. If the student is found in violation, only then will the hearing board refer to the student’s record to determine whether the student committed previous Honor System offenses.

i. If the student is found in violation, the hearing board will recommend one of the following six sanctions: a letter of reprimand in the student’s Honor Council file, a letter of censure in the student’s academic file, an academic dishonesty notation (level one or level two) on the transcript, suspension for academic dishonesty, or dismissal for academic dishonesty. More information on these sanctions can be found below in Section V-D: “Sanctions.”

j. Once the hearing board reaches a decision, the Faculty Chair of the Honor Council will communicate in writing within 24 hours directly to the student and to the Dean of the student’s school the results of the hearing and any board action.

k. Within seven days of the date of the letter from the Faculty Chair informing the student of the outcome of the hearing, the student may petition the Honor Council for a new hearing. A new hearing shall be granted only on the basis of new evidence or a significant and material violation of procedure. The request for a new hearing must be explicit regarding the new evidence or procedural violation. The Executive Committee of the Honor Council shall determine, by its sole discretion through a majority vote of the Committee members (excluding any members who served on the original hearing board, and student members who may have graduated by the time of the appeal), whether a new hearing may be granted. A new hearing board will be constituted in the same manner as the original hearing board. No member of the original hearing board, or of the Executive Committee, may be a member of the new board.

l. After the period for an appeal for a new hearing has passed, the student’s Honor System file shall be sent to the student’s Dean. The Dean of the student’s school makes the final decision as to what sanction shall be imposed. It is expected, however, that, absent unusual circumstances, the Dean will accept the recommendations of the hearing board. Before overturning a recommended sanction, the Dean will meet with the co-chairs of the Honor Council and the chair of the hearing board to discuss the case. Having had this meeting, a Dean choosing to overrule the recommended sanction will give a detailed written explanation of how the sanction was changed and why that action was taken. This explanation will be kept in the student’s Honor Council file.

2. **Expedited Sanction.** Under certain circumstances, a student who has been accused of an Honor System Violation may be given the option, in lieu of having a hearing, of accepting a finding of “In Violation” with a specified recommended sanction.

   a. After completing the investigation of a possible Honor System violation, the investigating officer has the option of submitting to the Executive Director of the
Honor Council, along with the standard Incident Report, a recommendation that the accused student be given the option of accepting a specified sanction in lieu of having a hearing. The investigating officer will do this only if the student takes full responsibility for the violation in his or her initial interview with the investigating officer, and the student understands the nature and gravity of the offense.

b. Upon the recommendation of the investigating officer, the Executive Board, after consideration of the case materials and investigating officer’s report, will determine by a majority if, in their judgment, it is appropriate to offer the student this expedited process and, if so, what an appropriate sanction may be. Such sanction will take into consideration the circumstances of the case as provided for by the Honor System’s Sanctioning Guidelines.

c. The recommendation of the Executive Board will be conveyed to the investigating officer who, in turn, will communicate the proposed sanction to the student in a face-to-face meeting, or by telephone conversation, or by e-mail with replies. The investigating officer must inform the student that this sanction, if accepted, will be the Honor Council’s recommendation, but that the Dean will make the final decision as to sanction. The investigating officer also will inform the student that if the student accepts the sanction, the professor of the course retains sole discretion over the student’s grade in the course. The date and time of the investigating officer’s offer and the student’s decision will be recorded.

d. The student will have 24 hours to accept the offer and sign the Agreement Form for an Expedited Sanction, which will serve as the student’s written statement accepting responsibility and agreeing with the sanction. If the student does not accept the offer within 24 hours, the offer is withdrawn, and presumed to have been declined. The student may rescind his or her acceptance up to 48 hours after the offer was made by the investigating officer. If the student rescinds his or her acceptance, the offer of an expedited process is withdrawn. Under special circumstances, such as when the student is not presently on campus, the investigating officer may allow the student limited, additional time to make a decision. The granting of additional time shall be in writing. The date(s) and time(s) of the student’s communications with the investigating officer regarding the expedited sanctioning offer will be recorded.

e. If a student declines an offer (or rescinds an acceptance of an offer) and opts instead to have an Honor Council hearing, the Hearing Board will not be informed that the student was offered the expedited process.

f. If the student accepts an offer and the 48-hour rescission period passes, the Honor Council will forward the investigating officer’s Incident Report and the recommendation of the Executive Board, with its justification, to the student’s Dean. The Dean makes a final decision as to sanction, and may raise or lower the recommended sanction. Before changing a sanction, the Dean will meet with the Executive Board to discuss the case. If the Dean decides to change the sanction, he or she will submit to the Honor Council, in writing, the reasons for the change. This explanation will be kept in the student’s Honor Council file.
D. Sanctions

1. A letter of reprimand may be issued for very minor violations against the Honor System. The letter of reprimand is placed in the student’s Honor Council file. Information about the letter of reprimand is not shared with those outside the University without the student’s consent except as permitted by the Family Educational Rights and Privacy Act (FERPA). Within the University, in accordance with FERPA this information is available only to authorized University personnel who, in their professional capacity, have access to a student’s file.

2. For more serious acts of academic dishonesty, a student may receive a mid-level sanction such as a letter of censure. The letter of censure becomes part of the student’s permanent record and, under appropriate circumstances, may be shared with persons outside the Georgetown community. A letter of censure is permanent but may be reduced or removed through the successful completion of a sanction reduction plan (see below).

3. For violations sufficiently serious to be noted on the student’s permanent record (transcript), a student may receive a transcript notation. A transcript notation will be noted as follows: “Censure for Violation of Honor System.” This mid-level sanction is permanent when issued and will be evident to any individual or institution that receives the student’s transcript. It must be understood that there are two levels of transcript notation:
   a. Level I: Transcript Notation: Eligible for Sanction Reduction is an entry on the student’s transcript which reads as follows: “Censure: Violation of Honor System. This notation can be removed on [date] through student action.” The “student action” noted would be the successful completion of a sanction reduction plan (see below).
   b. Level II: Transcript Notation: Not Eligible for Sanction Reduction is an entry on the student’s transcript which reads as follows: “Censure: Violation of Honor System.” The second level transcript notation sanction bridges the discontinuity between a level one transcript notation, which may be removed from the student’s record after two years with no trace, and a sanction of suspension.

Sanction Reduction: Students wishing to have either a letter of censure or level one transcript notation reduced, however, may do so by proposing and completing a sanction reduction plan. The reduced sanction would take effect two years from the last day of the semester in which the violation occurred. Details about this option are available from the chair of the Sanction Reduction Board, the director of the Honor Council, the faculty chair of the Honor Council, and on the Honor Council’s website.

4. For the most serious offenses against the Honor System, a student may be suspended or dismissed from the University. These sanctions are permanently noted on the student’s transcript as follows: “Suspension (Dismissal): Violation of Honor System, [mm-dd-yyyy, signed by Dean].” A student cannot receive credit toward a Georgetown degree for work completed elsewhere during a period of active suspension for a violation of the Honor System.

5. A student’s disciplinary and academic record, including whether an Honor System sanction was imposed, may be considered as part of the application process for Georgetown approved study abroad programs. An Honor System violation should not
necessarily preclude approval for study abroad. A student cannot receive Georgetown approval to study abroad during a period of active suspension for a violation of the Honor System.

6. Regardless of the sanction recommended by the Honor Council and imposed by the Dean, if a student is found in violation, the faculty member involved may fail or reduce the grade for the student, for the assignment, or for the course, at his or her discretion. If, however, the student is found not in violation, the faculty member may not penalize the student on grounds of academic dishonesty.

7. To the best of their ability, hearing boards and the Deans who determine final sanctions follow sanctioning guidelines established to provide for judicious, consistent, and proportionate outcomes. These guidelines are available on the Honor Council’s website. The guidelines will be updated from time to time as needed.

Student Records

1. Transcripts

Transcripts may be obtained through the University Registrar’s Office. No transcripts of academic record will be issued during registration. The University will not issue a transcript that reflects less than the complete student record.

Academic transcripts will not be issued when unsatisfied financial obligations to the University exist.

The final transcript of graduates includes the listing of a major/minor concentration, final Quality Point Index, and class rank.

2. Student Records Policy

The Family Educational Rights and Privacy Act of 1974 is a federal law that states that a written institutional policy with respect to student records must be established and that a statement of adopted procedures covering the privacy rights of students be made available annually. The law
provides that the institution will maintain the confidentiality of student education records, subject to the exceptions outlined below.

Georgetown University accords to its students all rights under this law. No one outside the institution shall have access to students’ educational records nor will Georgetown disclose any information from these records without the written consent of students except: (1) to personnel within the institution, (2) to persons or organizations providing student financial aid, (3) to accrediting agencies carrying out their accreditation function, (4) to persons in compliance with a judicial order or a lawfully issued subpoena (provided that the University will first make a reasonable attempt to notify the student), (5) to organizations conducting studies to develop, validate, and administer predictive tests; to administer student aid programs; or to improve instruction, (6) to authorized representatives of federal or state government agencies for the purpose of audit and evaluation of government programs, (7) to persons in an emergency in order to protect the health or safety of students or other persons, and (8) to parents of a dependent student as defined in the Internal Revenue Code.

All of these exceptions are permitted under the Act. Information will be released only on the condition that the party to whom the information is released will not disclose it to a third party without the written consent of the student. Furthermore, the University will maintain records of any access provided without the expressed consent of the student, and these records will be made available to the student on request.

With respect to grade reports (Section III, number 8), the University encourages students dependent on their parents to disclose to them academic and other personal information.

However, it is the policy of the University not to provide academic and other personal information to parents without the student’s consent. An exception to this policy will be made when the University determines, on the basis of all the circumstances, that disclosure to parents is warranted because of compelling academic, health, safety or disciplinary concerns. When the University determines that disclosure is warranted, and there is no emergency, students will first be given a reasonable period of time within which to inform their parents and to request that their parents acknowledge such notification by contacting the appropriate University office.

Within the University community only those members individually or collectively who act in the student’s educational interest are allowed access to student education records. These members include personnel in the Offices of the Deans; in the Offices of the Provost, the Registrar, Admissions, and Student Financial Services; counseling offices; and University personnel within the limitations of their need to know.

The University will provide directory information at its discretion. This information includes student name, addresses, including e-mail address, telephone numbers, date and place of birth, parents names, major field of study, dates of attendance, enrollment status, expected date of graduation, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may instruct the Registrar to withhold the release of directory information by providing written notice to the Office of the University Registrar by the
end of the second week of classes of the fall term. These instructions will be honored only for one academic year; therefore, such notices must be filed annually with the Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their file if they find the decision of the hearing panel to be unsatisfactory. The word “student” is defined to include all current and former students but not applicants for admission.

Academic files are maintained on the Main Campus by the undergraduate and graduate Deans’ Offices and the University Registrar. These files contain admissions credentials and records of current and previous academic work. Records are also maintained in certain instances by the following offices or departments: Provost, Dean of Students, Center for Career Planning and Placement, Office of Student Financial Services, Office of International Programs, Center for Minority Educational Affairs, Office of Student Activities, Office of Student Accounts, and certain academic departments.

Students wishing to review their education records must make a written request to the custodian of these records. The information will be made available within forty-five days of the request. Students may have copies made of the records with certain exceptions (e.g., a copy of an academic record on which a hold has been placed because of an unsatisfied financial obligation or a transcript of an original permanent academic record from another institution). These copies will be made at the student’s expense at the rate of fifteen cents per page. It should be noted that education records do not include: (1) records of instructional, administrative, and educational personnel which are in the sole possession of the maker and which are not accessible or revealed to any individual except to temporary substitute, (2) records of the Department of Public Safety, (3) student health records, (4) employment records, or (5) alumni records. Health records, including those maintained by members of the Student Health Service, the Counseling Center, and the Department of Psychiatry may be personally reviewed by a physician or other appropriate professional of the student’s choice.

Students may not inspect or review the following records which are specifically excluded by federal law: (1) financial information submitted by their parents; (2) confidential letters and recommendations associated with admission, employment or job placement or honors to which they have waived their rights of inspection and review; (3) confidential letters and recommendations which were placed in the records prior to January 1, 1975; and (4) education records containing information about more than one student in which case access will be permitted only to that part of the record which pertains to the inquiring student.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights should discuss their concerns informally with the custodian of those records. It should be noted that a student may challenge a recorded grade only on the grounds that it was inaccurately recorded, not on the grounds that it was lower than what the instructor ought to have awarded (see Regulations III. 10 for a discussion of the grade appeals process). In most cases this would be the Dean of the school or the University Registrar. If this discussion does not lead to a resolution of the student’s
concern, the student has a right to an informal hearing. During this process the student will be afforded a full and fair opportunity to present relevant evidence. If the result of this hearing process is in agreement with the student’s request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended and the student will then be informed of his or her right to a formal hearing.

The Provost, through the undergraduate and graduate Deans, will, when necessary, establish committees charged with the responsibility of adjudicating challenges to the contents of student records. Each committee will be composed of six members, three permanent and three alternates. The members will be nominated by the Dean and appointed by the Provost. Requests for a formal hearing must be made in writing to the appropriate Dean’s Office within one calendar year after the initial denial of the student’s request. This petition must be dated and signed by the petitioner and must contain a brief and concise explanation of the item being challenged and the basis for the challenge. It must also contain a statement that the petitioner’s initial request to a University official was denied, naming the official and stating the date of the denial. The petition must further specify what relief is being requested.

The Dean will forward the petition to the Chair of the appropriate committee, the hearing will be convened within a reasonable time and all concerned parties will be notified in writing of the date, place, and time of the hearing. The Chair may request a written response to the petition prior to the hearing from the University official who initially denied the student’s request. The student will receive a copy of any written response prior to the hearing. The chairperson may also request written verification of the item in question from the author. Hearings will be closed to the public, will include an informal presentation of arguments from both sides, and the student will have a full and fair opportunity to present evidence relevant to the issues and may be assisted and represented by individuals of his or her choice at his or her expense, including an attorney. Evidentiary rules will not apply. Committee members have the obligation to disqualify themselves if there is any indication of personal bias. Additionally, the student has the right to disqualify any member of the committee, after giving adequate reasons to the Chair; in such cases an alternate will be appointed. After both parties have presented their cases, the committee will render its decision as quickly as possible, usually within 48 hours of the close of the hearing.

The findings and conclusion of the committee will be provided in writing to both parties within a reasonable time and will include a summary of the evidence and the reasons behind the decision. Minutes of the hearing will be kept on file in the appropriate Dean’s Office. The powers of the committee shall include but not be limited to: (1) ordering the destruction of the document; (2) ordering the removal of the document from the file and its return to the author; (3) ordering the denial of the student’s request. After the decision of the committee has been rendered, the student whose request has been denied will have ten days to file a written appeal to the Dean. If the Dean is an interested party for a particular action, the Dean shall appoint a surrogate. Failure to file an appeal within ten days after the decision shall constitute a waiver of appeal rights. Within a reasonable time the Dean (or surrogate) will review the minutes of the hearing, meet with the concerned parties and, within three weeks thereafter, render a decision.
In the case of a challenge to a student record maintained by a department which reports to the Vice President for Financial Affairs, procedures parallel to those outlined above will be followed, except that the Vice President for Financial Affairs will appoint the committee.

The above procedures constitute general guidelines for these committees. The committees, however, may establish additional procedures as deemed necessary and appropriate to ensure fairness and to facilitate the hearing process. All time limits are to be determined without counting Saturdays, Sundays, University holidays, and vacation periods.

Students who believe that the adjudication of their challenges was unfair or was not in keeping with the provisions of the Family Educational Rights and Privacy Act of 1974 may request (in writing) assistance from the appropriate Vice President of the University. Further, students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

3. Disciplinary Records

Disciplinary records of students shall be maintained by the University’s Office of Student Affairs until graduation of the student from the University, at which time they will be destroyed. An exception will be made to this policy, however, in those instances when a student has been suspended or dismissed from the University for disciplinary reasons. Suspension will be noted on the academic transcript as “Disciplinary Suspension.” Dismissal will be noted on the academic transcript as “Disciplinary Dismissal.” In cases of suspension or dismissal, a permanent record is kept in the Office of Student Affairs and in the academic record. The documents concerning the sanction are maintained to substantiate the notation. Inquiries about a student’s disciplinary record will only be released with the student’s signature of waiver.

Service for Students with Disabilities

Georgetown University is committed to ensuring that no student is denied access to its programs, facilities, services, or activities, or otherwise discriminated against, on the basis of a
disability. Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the University will make reasonable accommodations for students with documented cognitive, physical, chronic health or psychological disabilities. ([http://academicsupport.georgetown.edu/disability/medical-accommodations/request](http://academicsupport.georgetown.edu/disability/medical-accommodations/request))

The Academic Resource Center is responsible for evaluating requests for accommodation, and does so on a case-by-case basis, in a manner designed to preserve confidentiality and to provide students with as much independence as possible.

Students who believe they may be eligible for accommodation consideration are responsible for communicating their needs to the Academic Resource Center. The University is not responsible for making ADA accommodations for students who do not inform the University of their disabling condition and their need for accommodation, or for those who do not provide the University adequate documentation of their disability. Students should be aware that while the University will work interactively with them to identify appropriate accommodation, the University is not able to modify course or degree requirements considered to be an essential requirement of the program of instruction.

The University encourages any student who believes s/he may have a qualifying disability to make an appointment with an ARC staff person to discuss available services and the process for documenting a disability and receiving accommodation.

**Academic Support Services**

Georgetown University is deeply committed to enriching the academic experience of students. The Academic Resource Center, a department within Student Affairs, offers an array of academic support services, including academic workshops, individual consultations, and tutoring. Students are encouraged to consult with an Academic Resource Center representative to discuss their academic needs so that appropriate University resources can be recommended to match their academic needs.

Offered on a regular basis throughout the fall and spring semesters, the academic workshops address a wide variety of topics ranging from college reading strategies to test taking tips. A workshop topic focuses on a particular skill area so that students can strengthen an area that requires improvement, such as time management or handling the college reading load. Individual consultations are provided for students who require specialized assistance in study skills.

Along with academic workshops and individual consultations, the Academic Resource Center offers free tutoring services for select courses. Other academic support services outside the Academic Resource Center are available for students, such as the Math Assistance Center, Economics Tutoring Services and the Writing Center.

Contact Information: [http://academicsupport.georgetown.edu/](http://academicsupport.georgetown.edu/)
202-687-8354, [arc@georgetown.edu](mailto:arc@georgetown.edu)
Antidiscrimination Procedures

Georgetown University’s educational mission can best be served by fostering a broadly diverse community. Georgetown University does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, disability or any other basis prohibited by law in the administration of its educational policies or in the provision of access to its programs, facilities, services and activities.

Students who have concerns about treatment they have experienced are encouraged to discuss those concerns with a representative of the Office of Affirmative Action Programs. Students wishing to pursue a formal complaint of discrimination in a non-academic matter may do so through the OAAP (http://ideaa.georgetown.edu/affirmativeaction/) or the Office of Student Conduct (http://studentconduct.georgetown.edu). Each of these offices has processes for addressing such formal complaints.

If a student believes that there has been discrimination in strictly academic areas, such as coursework, grading, or class participation, the matter should be presented to the Chair of the faculty member’s department (or equivalent administrator) on an informal basis. If through the Chair’s discussion with the student, the faculty member and any interested parties, the complaint is resolved satisfactorily, no record of the complaint will be filed in the student’s or faculty member’s file. If these efforts fail to resolve the complaint, the student may submit a formal written complaint to the Dean of the faculty member’s school. If the faculty member and the student are from different schools, the Dean of the faculty member’s school will handle the formal complaint as set forth herein and may notify and consult with the student’s Dean as appropriate. The Dean of the faculty member’s school shall send a copy of the formal written complaint to the Director of Affirmative Action Programs so that the Office of Affirmative Programs may be informed of the complaint.

Upon receipt of the written formal complaint, the Dean will appoint a committee of three faculty members to review the formal complaint. The committee shall have access to all necessary information to do this review. The committee may interview witnesses and may, if desirable,
bring the student and faculty member together. At the conclusion of its review, the committee will issue a written decision to the Dean.

Upon receipt of the committee’s decision, the Dean will inform the student, the faculty member, the student’s Dean (if different), the Director of Affirmative Action Programs, and the Main Campus Affirmative Action Officer (Provost) of the outcome.

If the student or the faculty member wishes to appeal the committee’s decision, a formal written request for an appeal should be filed with the Dean with a copy sent to the Office of Affirmative Action Programs. The person should indicate the grounds for the appeal and any new evidence not submitted to the initial review committee. The Dean will conduct a review of the matter in light of the grounds for appeal and the new evidence presented. The Dean’s decision is final. Nothing in this section, however, shall prohibit a faculty member from exercising his or her right to pursue further action under the Faculty Grievance Code.

Although the University hopes that students will avail themselves of internal mechanisms to resolve discrimination concerns or complaints, all students also have the right to file complaints with external enforcement agencies such as the District of Columbia Human Rights Commission or the Office of Civil Rights of the United States Department of Education. Reprisal or retaliation against an individual for making a complaint regarding discrimination, or for using or participating in internal or external processes, is prohibited by law.
HISTORY AND GENERAL OBJECTIVES

Georgetown College, the oldest Catholic College in the United States, was founded in 1789 by John Carroll, Archbishop of Baltimore. A progressive citizen of his time, he firmly believed in the principles of the United States Constitution. He made it clear that the new college was to be open to students of every religious persuasion.
On March 1, 1815, President James Madison signed the act of Congress which chartered the College of Georgetown. In 1844 it was incorporated by another Congressional act. During the years of the Civil War, Georgetown students fought for the North and South. Later the colors blue and gray were adopted by the College to signify the reunited nation and the sons of Georgetown who had served on both sides in its civil war.

From its founding to the present day the graduates of Georgetown College have taken their places in the forefront of almost every human endeavor. They serve as educators, public servants, and statesmen; they work in business, law, medicine, and research.

Today, proud of its tradition and heritage, Georgetown, through all its graduates, seeks to serve the communities and the world in which it lives.

The College exists to provide a liberal education for young men and women who will be called to intellectual, moral, and professional leadership, and to foster in them a lifelong commitment to the quest for truth.

As a Jesuit college, it draws upon a dynamic tradition of education, characterized by an optimistic Christian humanism and committed to the assumption of responsibility and action. Accordingly, the College seeks to encourage the development of critical powers, respect for tradition and human reason, and an appreciation of life and all its endeavors. It promotes not only the intellectual disciplines but also the search for personal values and convictions that will enable its graduates, throughout their lives, to continue redefining and maturing their thought, and also to continue pursuing the integration of their activities, values, and relations with others.

In light of these aims, the College has developed a diversified academic program in which fundamental issues and ultimate values play an integral role. A high priority is placed on quality teaching and on developing a community of learning among its faculty, students, and administrators.

In 1995, the School of Languages and Linguistics joined the College as a degree program under the name of the Faculty of Languages and Linguistics (FLL). Students entering the FLL apply specifically to the FLL programs. The mission of the Faculty of Languages and Linguistics has evolved through the years. In the 1950s, the then-new Institute of Languages and Linguistics reflected the immediate needs of those times, emphasizing foreign language learning for students considering service positions in the diplomatic corps and other government agencies. Later, the Faculty refined the study of spoken and written languages to focus on the cultural context of languages to meet the new expectations and new goals of the world community.

Global changes in recent decades and the accompanying new developments in transmission technology have established “superhighways” of information that enable people to communicate instantaneously and abundantly with one another across continents and hemispheres. The world outside the Academy as now interconnected offers a new and inescapable “worldview.” More than ever, this emerging multicultural “worldview” requires an informed understanding of cultures other than one’s own. As always, this comes about when people listen to and read the
spoken and written words of other peoples who, like themselves, have been and are being changed by new ways of communication and interaction.

- Through its various degree programs the College offers majors and minors in the following areas. Detailed information about the specific requirements for these majors and minors are provided on this website.
  - African American Studies
  - American Musical Culture
  - American Studies
  - Anthropology
  - Arabic
  - Art
  - Art History
  - Biochemistry
  - Biological Physics
  - Biology
  - Biology of Global Health
  - Business Administration
  - Catholic Studies
  - Chemistry
  - Chinese
  - Classics
  - Cognitive Science
  - Comparative Literature
  - Computer Science
  - Economics
  - Education, Inquiry, and Justice
  - English
  - Environmental Biology
  - Environmental Studies
  - Film and Media Studies
  - French
  - German
  - Government
  - Greek
  - Hebrew
  - History
  - Interdisciplinary Studies
  - Italian
  - Japanese
  - Jewish Civilization
  - Journalism
  - Justice and Peace Studies
  - Korean
The following Certificate Programs, offered through the School of Foreign Service, are available to Georgetown College students:

- African Studies
- Arab Studies
- Asian Studies
- European Studies
- Islam and Muslim-Christian Understanding
- Latin American Studies
- Russian and East European Studies

I. DEGREE REQUIREMENTS

The following are the graduation requirements for all students in Georgetown College. Each degree candidate must:

Complete a minimum of 120 semester hours and 38 to 40 semester courses. To meet the minimum of 120 credit hours, a student may need as many as 40 courses; Bachelor of Science candidates will exceed the 120-credit minimum by meeting the 38-course minimum. In counting courses, the student should note the following definitions of a course.
A course is a unit of three credits or more.
An intensive language course for more than three credits counts as one course.
A one-credit offering is not computed in the course count.
A two-credit science laboratory not related to a lecture, or any other course valued at two credits is computed as a half course.
A science lecture with an accompanying laboratory is counted as one course, even if the lecture and laboratory are listed separately and even if they are taken in separate semesters.
Non-credit leisure and recreation courses do not count toward graduation.

Students may contact their dean to request that four separate 1-credit enrollments in a performance course offered by the Department of Performing Arts be bundled to count as once course toward the student's graduation requirement of 38 courses.

Complete the following core requirements:

- Philosophy: 2 courses
- Theology: 2 courses
- Writing: 1 course plus an Integrated Writing requirement in the major
- Humanities: Art, Literature, and Culture: 1 course
- History: 2 courses
- Math/Science: 2 courses
- Social Science: 2 courses*
- Mastery of a foreign language through the intermediate level

Declare a major and complete all requirements for the major as specified under Departmental Programs section. In addition to their major, students in the College may choose to minor in any one of the College’s approved minors. Students may double major, double major with a minor, or major in one field with two minors. A minor is not required.

Achieve a final cumulative academic average of 2.0 or better.

* Some science majors are exempt from the Social Science requirement; please consult the Core Requirements section that follows.

**II. CORE REQUIREMENTS**

The core requirements are ordinarily fulfilled in the student’s first and second years.

Students are expected to fulfill core requirements at Georgetown but may fulfill a maximum of one half of each requirement away from Georgetown with permission from the Dean’s office.

In addition, the student may not take two courses in the same discipline in the same semester during the first two years.
Philosophy and Theology

Georgetown, with its commitment to the Jesuit tradition, believes that modern men and women should consider reflectively their relationship to the world, their fellow humans, and God. All students take a year of Philosophy and a year of Theology.

Through the core requirement, the Philosophy Department is committed to providing courses that promote students’ personal growth as human beings in search of meaningful lives, foster their development as responsible citizens, and offer effective introductions to the discipline of philosophy.

All students in Georgetown College are required to take two courses in philosophy, normally one in the first year and one in the second year. One course must be in ethics and one in an area other than ethics. The first class should be PHIL-010 (Introduction to Ethics) or PHIL-020 (Introduction to Philosophy). If the first class is PHIL-010, the second should be PHIL-020 or selected from the range of courses numbered PHIL-150–PHIL-199. If the first class is PHIL-020, the second should be PHIL-010 or selected from the range of courses numbered PHIL-100–PHIL-149. The department strongly advises students to take their second philosophy course at the 100-level, especially if they are considering majoring in philosophy.

Through the core requirement, the Theology Department is committed to fostering in students a critically appreciative awareness of the religious dimension of human existence, and to assisting students in reflecting upon their own experience and understanding in that enlarged context. The first course provides this foundation while the second course allows students to develop their critical awareness by applying it to a particular area of interest in religion or theology.

Problem of God (THEO-001) and one intermediate level theology elective fulfill the theology requirement. Introduction to Biblical Literature (THEO-011) may be substituted for Problem of God or may be used as an intermediate level elective. (Transfer students are exempt from Problem of God and may select any two intermediate level courses, including Introduction to Biblical Literature, to fulfill this requirement.

Writing

Every Georgetown student will take one writing course, WRIT-015: Writing and Culture Seminar, that provides students with opportunities to connect their writing with critical reading and thinking, inquiry, and analysis. The Writing and Culture Seminar approaches writing through three interrelated frameworks: writing as a tool for inquiry, writing as a process, and practice writing in different rhetorical situations. Each section focuses on a cultural theme, with readings and assignments that engage students with compelling questions and problems. Seminar readings provide texts for analysis as well as models and motives for student writing. Students are encouraged to complete this course during their first year at Georgetown.

The second half of the Writing Core is an intensive writing experience located within the student’s chosen major, embedded within the requirements as determined by that program. The Integrated Writing requirement will prepare students to use the relevant forms, styles, and
conventions of their chosen area(s) of study. Because writing reflects ways of thinking in academic practice, attention to writing in the major will enhance the student’s learning of concepts, materials, and methods in their fields. Each major’s Integrated Writing requirement is established by the department in order to express the unique conventions and practices of the discipline.

**Humanities: Art, Literature, and Culture**

Every student will take one course in the Humanities: Art, Literature, and Culture. Literature, and visual and performing arts deepen our understanding of many kinds of expressive media, past and present, and the realities they aim to present. Through reading, writing and creative practice, students acquire the intellectual and practical tools to interpret and critique the world. Courses fulfilling this requirement use historical, critical, and/or experiential methods.

Students explore ancient and modern civilizations, gain insight into the value of other cultures and critically examine their own. They learn to see, evaluate, interpret and communicate human experience through literary texts, artistic creations, material objects, and critical concepts. Those who create or perform works of art experience directly the discipline and revelatory impact of artistic expression. Courses fulfilling this requirement are identified in the course schedule with the HALC attribute in the Schedule of Classes.

**History**

The study of history is one of the best ways to challenge one’s ideas and assumptions about the world. The study of history leads us to question the many simplified accounts of the world and of its problems that we all encounter in our daily lives. Knowledge of history accomplishes this objective because it consists of the integrated study of all elements of the human experience as they change over time. It therefore introduces students to the interrelations between political, social, economic, cultural, religious, intellectual, artistic, and other developments, and expands their ability to engage with complex causal analysis. This holistic approach gives students a sound understanding of the complex links that characterize societies and cultures, in the past as well as in our own time. The History Core requirement thus aims for students to have the opportunity to explore changes and continuities in all spheres of human endeavor, and understand the human experience as a process of dynamic evolution.

In addition to covering long time spans, many of the required courses also have a wide geographic scope, and thus offer students access to trans-national and cross-cultural developments, raising their awareness of global themes and issues and leading them to examine the interaction of diverse cultures and groups. The vast geographic scope and long time spans covered in these courses also give students insight into the deep roots of contemporary globalization.

Please note that, starting with the Class of 2017 (and open to the Class of 2016), the requirement has changed: one course will continue to work towards the goals outlined just above by exposing students to long-span, broad-focus historical developments in various world regions; the other course will aim to expose students to the many components of the discipline of history through
focused study of particular historical events, periods, or themes. This new course (HIST 099), like the existing ones, will also lead students to consider questions of historical sources, analysis, and writing, but will do so less through the breadth of the covered developments, and more through focused study of specific developments and contexts.

All required History courses feature regular small-group discussion, through which students familiarize themselves with history as an analytical tool. In addition to engaged participation in discussions of primary and secondary sources, the courses also include substantive writing assignments. Altogether the courses thus help students hone their critical reading and writing skills, develop their ability to examine evidence, and improve their capacity for verbal and written argument.

History Core courses therefore both contribute to raising students into informed, thoughtful, and active modern citizens, and provide them with effective, useful skill sets for any career field.

To review: All students in the College are required to complete two one-semester courses in History.

1. Old Model (still open to the Class of 2016):

Intro Early History, with sections focusing on World History or Europe (HIST-007) or Atlantic World (HIST-106); and Intro Late History, with sections focusing on World History or Europe (HIST-008) or Pacific World (HIST-107).

Students who wish to study different world regions, and who feel prepared for the more complex demands of higher-level courses, may replace one of the courses described above with one semester of the following courses, always maintaining the requirement for an “early” and a “late” course:

Early courses (that may replace HIST-007 or -106):

- HIST-111 Africa I
- HIST-128 South Asia I
- HIST-158 Latin America I
- HIST-160 Middle East I

Late courses (that may replace HIST-008 or -107):

- HIST-112 Africa II
- HIST-129 South Asia II
- HIST-159 Latin America II
- HIST-161 Middle East II

Majors in Arabic, Chinese, Japanese, or Russian may satisfy the History requirement by completing the two-semester regional history survey appropriate to their major:
• Arabic majors: Middle East I & II (HIST-160, 161)
• Chinese majors: History of China I & II (HIST-122, 123)
• Japanese majors: History of Japan I & II (HIST-124, 125)
• Russian majors: History of Russia I & II (HIST-170, 171)

Students who complete a specific area history survey as part of their initial major and then change majors do not incur an additional history requirement.

2. For the Classes of 2017 and beyond (and open to the Class of 2016):

• One semester of HIST-099.
• One broad survey chosen among the following: Intro Early History (HIST-007); Intro Late History (HIST-008); Atlantic World (HIST-106); Pacific World (HIST-107); Africa I or II (HIST-111–112); South Asia I or II (HIST-128–129); Latin America I or II (HIST-158–159); Middle East I or II (HIST-160–161).

Majors in Arabic, Chinese, Japanese, or Russian may satisfy the requirement for the survey course by taking either semester of the regional history survey appropriate to their major:

• Arabic majors: Middle East I or II (HIST-160–161)
• Chinese majors: History of China I or II (HIST-122–123)
• Japanese majors: History of Japan I or II (HIST-124–125)
• Russian majors: History of Russia I or II (HIST-170–171)

These majors still need to take HIST-099 for their other History core requirement. Students who take a specific area history survey as part of their initial major and then change majors do not incur an additional history requirement.

Students with a score of 5 on the Advanced Placement tests in European or World History will be awarded three credits; they still need to take any HIST course of their choice, numbered 100 or above. Students with this score on both the European and the World History tests will receive six credits and have completed all History requirements. Students with a score of 4 on the Advanced Placement test in European or World History will receive no credit, but fulfill the History requirement with any two History courses, numbered 100 or above. No credits or exemptions are granted for the AP test in US History or for the SAT II tests. Students with a score of 7 on the International Baccalaureate higher-level test in History of Europe and the Islamic World or in History of the Twentieth Century/Regional Topics will be awarded three credits; they still need to take any HIST course of their choice, numbered 100 or above. Students with a score of 6 on either of these two International Baccalaureate tests will receive no credit, but fulfill the History requirement with any two History courses, numbered 100 or above.

Math/Science

Through the Math/Science core requirement, the departments of Biology, Chemistry, Computer Science, Mathematics & Statistics, and Physics aim to develop an appreciation of the role of scientific knowledge in our modern culture and improve the abilities of all students to participate in the scientific decisions required of us as individuals and members of society.
The Math/Science requirement may be fulfilled by two courses in either of the following two patterns:

1. any introductory foundational courses from among: BIOL 103/113, BIOL 104/114, CHEM 001/009 or CHEM 055/057, CHEM 002/010 or CHEM 056/059, COSC 051, COSC 052, MATH 035, MATH 036, MATH 040 or MATH 140 or ECON 121, PHYS 101 or 151, PHYS 102 or 152, or
2. any pair of courses provided one is taken in Biology, Chemistry and Physics and the other is taken in Math or Computer Science.

Social Science

In addition to examining the world through the humanities, languages and sciences, the social science core requirement introduces students to the study of human society from the perspective(s) of the disciplines of anthropology, economics, government, linguistics, psychology, and sociology. Students engage these perspectives by taking two courses in the same discipline, generally starting with one at the introductory level.

All students except those majoring in Biochemistry, Biological Physics (BS track), Biology, Biology of Global Health, Chemistry, Environmental Biology, Neurobiology, or Physics (BS track), satisfy their social science requirement by taking two courses from one of the following departments: Anthropology, Economics, Government, Linguistics, Psychology, or Sociology. In addition to courses offered by the Linguistics department, the following courses count toward the social science requirement as Linguistics courses:

- ARAB-377 Language and Identity in Egypt
- ARAB-390 Fundamentals of Language
- CHIN-391 Intro to Chinese Linguistics
- FREN-291 Making Sense of Language
- FREN-391 Fundamentals of Teaching French
- FREN-492 History of the French Language I
- FREN-494 Medieval French Language
- GERM-445 Fund of German Lang Instr
- ITAL-315 Le Altre Italie: Italy and the Culture of Contemporary Ethnic Identity
- ITAL-391 History of the Italian Language
- ITAL-393 Contemporary Italian and its Regional Varieties
- ITAL-394 Italian American Language, Literature, and Film
- JAPN-372 Readings in Language and Culture
- JAPN-391 Topics in Japanese Linguistics
- JAPN-392 Issues in the Acquisition of Japanese
- RUSS-393 Russian Phonology
- RUSS-451 Structure of Russian
- RUSS-491 History of the Russian Language
- SPAN-210 Intro to Spanish Linguistics
- SPAN-312 Morphology: From Latin to modern Spanish
- SPAN-313 Bilingualism: The mind and its context
Language

It is essential that all of us learn to see the world from other perspectives. The study of a language, literature, and culture other than one’s own enables one to understand the world better, to identify commonalities, and to respect cultural differences. Along with the in-depth study of the culture and literature of other lands and times, language study is integrated with the various fields of linguistics. Understanding language in all its forms, styles, and uses ultimately leads to successful cross-cultural communication and more authentic relationships among peoples.

All students in the College must achieve proficiency in a language (ancient or modern) through the intermediate level. During New Student Orientation, placement exams are offered in most languages. Students who do not place above the intermediate level of a language must fulfill the requirement by completing language coursework through the intermediate level. Please note that the number of courses required varies depending on the language family* and the intensity of instruction.

*In general, students must complete through the 12th credit of an Indo-European language or the 24th credit of other languages.

The following language courses are considered “exit courses” and complete the College’s language requirement:

- Arabic ARAB-112
- Chinese CHIN-112 or 114
- French FREN-022 or 032
- German GERM-022 or 032
- Greek (Ancient) CLSG-101
- Greek (Modern) GREE-012
- Hebrew HEBR-022
- Italian ITAL-032
- Japanese JAPN-112
- Korean KREN-112
- Latin CLSL-101
- Persian PERS-012
- Polish PLSH-102
- Portuguese PORT-032
- Russian RUSS-012
- Spanish SPAN-022 or 032
- Turkish TURK-022
Students are strongly urged to complete the language requirement no later than the end of their sophomore year.

Please note the College does not grant credit for language study repeated at the same level of instruction. Transfer students (including from within the University) should be certain to clear their choice of course level with the Dean’s Office before enrollment. Intensive language study may or may not make further language study necessary.

Any student with advanced proficiency in a language not offered at Georgetown should contact his/her dean to inquire about the possibility of arranging a placement test in that language.

III. ACADEMIC REGULATIONS

Georgetown College requires of its students the standards set forth under Academic Regulations in this Bulletin.

Additional Regulations peculiar to the College are as follows:

1. **Residency and Matriculation**
   a. Students must complete a minimum of six semesters of university study, four of which must be full-time and in residence in the College. A minimum of 60 credits must be completed in residence.
      - *Semesters* are defined as fall and spring semesters (not summer).
      - Study abroad at one of Georgetown’s campuses (SFS-Qatar, Villa le Balze, or McGhee Center) counts toward the residency requirement.
   b. Undergraduate students are expected to be full-time. Seniors who have met all residency requirements may petition to be part-time in the final semester only.
   c. With the exception of summer school courses listed in the usual departments of the four undergraduate schools on campus (College, SFS, MSB and NHS), College students may not enroll in courses offered through the School of Continuing Studies for its various degrees, certificates and special programs.
   d. No full-time student may work more than 20 hours per week without permission from the College Dean’s Office. A student electing to engage in a full-time commitment outside of academic coursework (e.g., employment, internship, or other opportunity) must request a leave of absence.
   e. Any student with more than one incomplete in a given term who is unable to complete his or her work by the first day of class of the next term may not begin new courses without formal review and consent of the Dean’s Office, and may be directed to take a leave of absence.

2. **Transfer Credits**
   a. Students are required to complete at least half of the coursework for a major or minor at Georgetown. Transfer credits in excess of half of a major or minor will be counted as free electives toward the degree. Additionally, some departments may set stricter limits on transfer credit and how it may be applied.
   b. Once matriculated, a student may transfer no more than four summer school courses to the Georgetown degree. Prior approval for such courses must be
obtained from the College Dean’s Office. Students may not transfer coursework taken in a fall or spring semester at another institution, other than coursework taken in an approved study abroad program.

c. Students on leave of absence should not expect to transfer credits for courses taken elsewhere during that time. In rare circumstances and with expressed written approval of the Dean’s Office prior to the leave, students may be allowed to transfer a limited number of courses. In no instance will more than four courses be transferred to the Georgetown record, and all transfers will count against the “summer school” limit noted above (2.b.).

3. Limits and Minimums
   a. Normally the College approves a maximum of four courses for summer school work at Georgetown per academic year.
   b. No more than twelve credits of Military Science may be counted toward the degree. Preference is given to courses offered at 3 credits over courses that carry less than 3 credits in applying courses to the degree. This rule holds across the ROTC programs—Army at Georgetown University, Navy at The George Washington University, Air Force at Howard University. Courses at fewer than 3 credits per course may not be combined either as half or full courses for the purpose of meeting the 38 course requirement for the degree.
   c. No more than six courses from the McDonough School of Business may be counted towards the degree.
   d. In the spirit of a liberal education, each student is required to take at least 24 courses outside of his or her primary major department.

4. Other
   a. A single course may satisfy a core requirement and also be credited to a major or minor requirement. However, a single course may not be applied to two majors, or to a major and a minor, or to two minors or to any other combination of more than one major, minor, or certificate, unless it is identified as a corollary course in the major.
   b. Any course that fulfills a major, minor, certificate or core requirement must be taken for a letter grade, unless the course is only offered as pass/fail.
   c. The College does not recognize courses for audit.
   d. Students majoring in two fields that lead to different degrees (e.g., English and Biology) must choose the degree (A.B. or B.S.) they wish to receive.

IV. APPLICATION FOR THE DEGREE

Degrees are awarded three times a year: in May, August, and December. Seniors must file an application for the degree in the College Dean’s Office. The last day to file for a May degree is February 1; for an August degree, August 1; for a December degree, November 1. Failure to apply for the degree may necessitate the postponement of graduation.

Diplomas are distributed at Commencement in May. Those students who graduate in August may participate in the previous May Commencement. Those who graduate in December may participate in the following May Commencement. Students may elect to have their diplomas mailed to their homes following the completion of the degree.
V. ACADEMIC PROCEDURES

The Council on Studies of Georgetown College, composed of Associate Deans, Assistant Deans, and Academic Counselors, convenes at the conclusion of the fall and spring semesters to review the grades of each student in the College. In instances where a student has incurred an academic deficiency, the Council may take one of four courses of action: dismissal, suspension, probation, or warning. The Council notifies the student in writing of its decision.

Students who are either dismissed or suspended may appeal the decision of the Council on Studies to the Board of Academic Appeals.

The Board of Academic Appeals shall consist of two members of the Faculty and one College Dean. This Dean will not participate in the original decision during grade review. No member of the Faculty or Dean’s Office may sit on a Board if:

- He or she has at any time failed the student who is appealing.
- He or she has at any time acted as a counselor to the student.

It should be emphasized that the Board of Academic Appeals is an educational hearing board and not a court of law. Its purpose is twofold:

- It considers the student’s record in the light of the decision of the Council on Studies and accepts any evidence of extenuating circumstances which would warrant the Board to recommend a change in the Council’s decision.
- It assures the student of an opportunity to appear before an impartial board.

The student should submit a written request for an appeal of the Council’s decision within the time limit specified in the notification from the Council on Studies. At that time, the student will be notified of the date, time, and location of the Board of Academic Appeals. Students are strongly encouraged to appear for the hearing; however, if extraordinary circumstances prevent attendance, the student may provide a written argument or summary for the Board to review.

When presenting his or her appeal to the Board, the student may appear alone or may bring a member of the University community to assist in his or her presentation. This person should not be a member of the student’s family. The Board will have access to the student’s academic record and his or her written request for an appeal. At the hearing, the student may present to the Board evidence which would indicate reason for the Board to recommend to the Dean a change in the Council’s decision.

The student may be present for all stages of the hearing except for the final deliberation by the Board.

The Board may recommend upholding the Council’s decision or it may recommend a mitigation of that decision, e.g., instead of dismissal, a suspension; instead of suspension, a strict probation. It cannot recommend a harsher decision or completely abrogate the original decision.
The Board’s recommendation is sent in writing to the Dean. It may give explanations or comments and is signed by the members of the board.

The Dean communicates to the student the final disposition of the matter in writing.

VI. ACADEMIC INTEGRITY

See the description of the Georgetown University Undergraduate Honor System in the Academic Regulations section of this Bulletin.

VII. ADVISING

Academic Advising Program

The College’s advising system is designed to inform students of the many curricular options and programs available to them and to help them in making responsible choices that nurture their intellectual interests.

The academic advisement of students in the College is shared by members of the dean’s staff and the College’s faculty.

Advising of all first and second year students is supervised by the dean’s office in ICC 303. During their first year, students are expected to schedule a meeting with their assigned dean to discuss their intellectual interests and academic goals, and to construct a preliminary four-year plan. Although the four-year plan is designed to ensure the timely completion of all degree requirements, it is in no way binding, and it is expected that students will revise their plans as their intellectual interests evolve. The development of the four-year plan provides an opportunity for students to explore the full range of curricular options available to them in the College, and to discuss other possibilities such as overseas study.

In addition to working with the dean’s staff, students who enter the College with declared majors in mathematics, the sciences, a language, or linguistics are assigned faculty advisors in the department of their major. These departmental advisors provide their students with specific information about the proper sequencing of courses required for their majors, discuss and give formal approval to students’ proposed course selection during preregistration for each upcoming semester, and serve as intellectual mentors in the student’s chosen field of endeavor. Transfer students are also assigned faculty advisors in their major department.

Students who enter the College “undeclared” do not formally declare their majors until their second year. The dean’s office staff encourages undeclared students to explore potential areas of interest by engaging in a combination of core requirements and elective courses in the first two years. When an undeclared student declares his or her major, the student is assigned a faculty advisor in the major department. That advisor is responsible for assisting the student in choosing junior and senior year courses which will result in the timely and successful completion of all degree requirements. A faculty advisor who becomes well acquainted with a student can counsel perceptively and structure course work to prepare for a desired career and/or postgraduate study.
Overall decanal supervision of junior and senior students is provided by the dean’s staff in White-Gravenor 108.

**Preparation for Graduate and Professional Schools**

A number of the graduates of the College each year go on to graduate and professional schools. The College attempts, through its curricula, programs, and advising system, to give its students strong preparation for graduate work.

Students who are considering graduate study are encouraged to visit the College Dean’s Office at any time during the academic year to discuss their interests. Undergraduates should also consult with faculty advisors who can offer viable guidance regarding preparation for graduate studies.

Another university resource available to assist students with graduate school plans is the Career Education Center. Students interested in pursuing competitive fellowships should research opportunities with the Office of Fellowships & Awards.

**Pre-Legal**

Georgetown has a long tradition of preparing students to enter the legal profession. While there is no “pre-law” curriculum, students preparing for law school should concentrate on courses which require analytic thinking and clear written expression.

Most students who plan to go to law school major in one of the humanities or social sciences. However, there is no specific major required for admission to law school. The flexibility of the College curriculum gives students in any major ample opportunity to elect a diverse array of courses which may provide an appropriate background for law. Students interested in pursuing law school should plan to meet with the pre-law advisor in the Career Education Center.

Students who have achieved high honors should consider applying to the Georgetown University Law Center through the Early Assurance Program. This program allows exceptionally well qualified students to submit an application to the Law Center during the junior year. The advantages of the program are that students are not required to take the LSAT and have a less stressful senior year. Students not admitted under the Early Assurance Program may apply again through regular admission during the senior year. Interested students should contact the Law Center Office of Admissions for applications and details at the beginning of their junior year.

**Pre-Medical and Pre-Dental**

Georgetown offers a number of programs that prepare students to enter medical or dental school. In each of these the student must take the following basic pre-medical/pre-dental courses (a full year of each):

- Mathematics (including at least a semester of Calculus)
- General Chemistry
- Organic Chemistry
Students may choose to major in any B.S. or A.B. program as they complete their pre-medical/pre-dental requirements.

The B.S. programs with majors in Biochemistry, Biological Physics, Biology, Biology of Global Health, Chemistry, Computer Science, Environmental Biology, Mathematics, Neurobiology, and Physics include all or some of the above courses. The remaining courses on the list are taken as electives to round out the pre-medical/pre-dental requirements. The B.S. Pre-Medical/Pre-Dental programs are strong science programs, and are particularly appropriate for students who are interested in taking more than the minimum of science and math courses required for medical school admission.

Students may also choose to major in an A.B. program in one of the humanities, social sciences, languages, or linguistics and at the same time to fulfill the minimum science requirements for medical or dental school. Further science courses may be taken as electives at the option of the student in consultation with his or her advisor. The proximity of the College to the Georgetown University Medical Center allows the student to be exposed to the challenges of the medical professions.

Assistant Dean Marlene Canlas is the pre-medical/pre-dental advisor for first and second year undergraduates. Assistant Dean Ed Meyertholen advises upper division pre-medical/pre-dental students.

Dean Meyertholen chairs the Georgetown Pre-Medical/Pre-Dental Recommendation Committee. The committee also includes Dean Canlas, several faculty from the College, as well as one faculty member each from the NHS and Medical School. Students preparing to enter medical or dental school request the committee recommendation at the end of the spring semester in their junior or senior year.

The College has an Early Assurance Program agreement with Georgetown Medical School whereby a select number of pre-medical students, at the end of their sophomore year, may be assured of admission to the Medical School upon satisfactory completion of their junior and senior years. The program is designed to encourage exceptional students to undertake ambitious programs with a degree of security about eventual admission to medical school. Georgetown University Medical School will exempt these students from the MCAT requirement.

Bachelor of Arts and Bachelor of Science Programs
I. Majors
II. Minors
III. Certificates
IV. Accelerated Bachelor/Master Degree Programs
V. Special Programs
I. MAJORS

In Georgetown College, the following majors lead to a Bachelor of Arts degree:

- American Musical Culture
- American Studies
- Anthropology
- Arabic
- Art
- Art History
- Chinese
- Classics
- Comparative Literature
- Computer Science
- Economics
- English
- French
- German
- Government
- History
- Interdisciplinary Studies
- Italian
- Japanese
- Justice and Peace Studies
- Linguistics
- Mathematics
- Medieval Studies
- Philosophy
- Physics
- Political Economy
- Portuguese
- Psychology
- Russian
- Sociology
- Spanish
- Spanish and Portuguese Studies
- Theater and Performance Studies
- Theology
Women’s and Gender Studies
The following majors lead to a Bachelor of Science degree:
- Biochemistry
- Biological Physics
- Biology
- Biology of Global Health
- Chemistry
- Computer Science
- Environmental Biology
- Mathematics
- Neurobiology
- Physics

Prior to preregistration in the spring of the sophomore year, students with an undeclared major are obliged to declare formally their major field for the ensuing two years. Students wishing to study abroad in junior year are expected to declare majors at the time of application for the junior year abroad program. Although every attempt will be made to honor the student’s first choice of a major, admission to a particular major shall be by permission of the department concerned and ultimately of the dean.

During the course of the degree, it is generally expected that a student’s academic achievement in courses required in the major be at a level of C or better. A student achieving grades in major courses consistently below this standard may be directed by the dean to elect a different major.

The major program includes the required courses as specified in the curriculum. The student must receive departmental approval for all courses in his or her major field.

II. MINORS

Minors are permitted, but not required, in the College. The following minors are offered:
- African American Studies
- Anthropology
- Art
- Art History
- Biology
- Business Administration
- Catholic Studies
- Chemistry
- Classical Studies
- Cognitive Science
- Computer Science
- Economics
- Education, Inquiry, and Justice
- English
• Environmental Studies
• Film and Media Studies
• Government
• History
• Jewish Civilization
• Journalism
• Justice and Peace Studies
• Linguistics
• Mathematics
• Medieval Studies
• Modern Languages:
  1. Arabic
  2. Chinese
  3. French
  4. German
  5. Greek
  6. Hebrew
  7. Italian
  8. Japanese
  9. Korean
  10. Portuguese
  11. Russian
  12. Spanish
• Music
• Performing Arts
• Philosophy
• Philosophy and Bioethics
• Physics
• Psychology
• Russian Literature and Culture (in Translation)
• Science, Technology, and International Affairs
• Social and Political Thought
• Sociology
• Theater and Performance Studies
• Theology
• Women’s and Gender Studies

Minors should be declared after or at the same time as the major, but not before. Some minors require an application. Minor requirements are listed under departmental entries.

III. CERTIFICATES

Georgetown College students may earn a certificate in one of the regional study programs offered through the School of Foreign Service. Certificates are the functional equivalent of minors, so they count as one of the (maximum) three academic components a
student may complete toward the degree (i.e., a major plus two other components). There can be no double counting of courses between or among the programs. Requirements for Certificate Programs can be found on this website.

IV. ACCELERATED BACHELOR/MASTER DEGREE PROGRAMS

Some College Departments offer qualified undergraduate students the opportunity to earn Bachelors and Masters degrees at an accelerated pace within five years by counting two graduate-level courses taken as part of the undergraduate program toward the masters degree. Some of these programs also permit up to two additional graduate courses beyond the 38 courses and 120 credits required for the undergraduate degree to be applied towards the masters within limits set by policy and with the explicit approval of the particular Master’s program, the College, and the Graduate School. Students with a minimum of a 3.5 in the major are eligible to apply for the program no later than the end of their junior year. Various programs may have deadlines throughout the spring semester and the student needs to be aware of those deadlines. Application forms are available in the departmental offices.

Currently, the following accelerated degree programs are available to qualified students with appropriate undergraduate coursework:

- Arabic
- Art & Museum Studies
- Computer Science
- Communication, Culture & Technology
- English
- German
- Global, International, and Comparative History
- Government
- Italian
- Latin American Studies
- Linguistics
- Russian and European Studies
- Spanish
- Statistics

Please see the Graduate School of Arts and Sciences Catalog for information and requirements of the Masters programs.

V. SPECIAL PROGRAMS

1. Liberal Arts Seminar

The College offers a special “Liberal Arts Seminar” to thirty first year students. Its aim is to foster in the student an integrated approach to learning. The program is directed by four faculty members—two professors of Theology, a professor of Classical Studies, and a professor of History and involves extensive reading, independent study, and exploration of ideas through
small discussion groups. The seminar is valued at twelve credits, which fulfill first year core requirements in theology (2 semesters), writing (1 semester), and history (1 semester). All incoming first-year students are invited to apply to the Liberal Arts seminar in the summer prior to matriculation.

2. Ignatius Seminars

The Ignatius Seminars are courses offered in the first semester for the intellectually curious student interested in an integrative and personal approach to learning. These seminars introduce Georgetown College first-year students to the depth and diversity of Georgetown’s dynamic intellectual community. Favorite topics of College faculty form the offerings for these seminars that invite small student groups to join their professors in the creative exploration of mind and spirit. The Ignatius Seminar is a free elective courses. All incoming first-year students are invited to apply to participate in the Ignatius Seminar program in the summer prior to matriculation.

3. The Baker Scholars Program

The Baker Scholars Program was started in 1973 by the family of George F. Baker, who believed in cultivating good business people—intellectually inspired and socially conscious. The Program offers a unique opportunity for liberal arts and science majors to experience the world of business firsthand, enhanced by mentoring relationships with the trustees and alumni of the program and visits to various business environments in multiple cities.

The Program is a closely-linked, active network that connects current Georgetown College juniors and seniors to industry leaders across the business world. Baker Scholars who demonstrate need also receive financial assistance, and all participate in various Baker-sponsored community service efforts throughout the year.

For more information on the Baker Program and the selection process, please visit our website: http://college.georgetown.edu/baker-scholars/.

VI. INTERDISCIPLINARY PROGRAMS

Interwoven throughout Georgetown’s traditional department-based curriculum are interdisciplinary programs that take advantage of the breadth as well as depth of intellectual resources on the Georgetown campus. These popular programs are based on themes that cross departmental boundaries and reflect the emergence of significant new perspectives on human knowledge. They are the result of collaborative efforts by faculty from several disciplines to create programs addressing complex questions coherently from a common but multidimensional standpoint. In addition to the majors in American Studies, Comparative Literature, Justice and Peace Studies, Medieval Studies, Political Economy, and Women’s and Gender Studies, the College offers minors in African-American Studies, Catholic Studies, Cognitive Science, Education, Inquiry and Justice, Environmental Studies, Film and Media Studies, Jewish Civilization, Journalism, Science, Technology and International Affairs, and Social and Political Thought.
VII. OVERSEAS STUDY

Overview

Studying overseas is possible for qualified students from almost all academic disciplines. The Division of Overseas Studies offers over 130 academic year, semester, and summer programs in 39 countries around the world.

Georgetown supports full integration into the host university's academic environment by encouraging students to directly enroll in courses overseas with degree-seeking students. For this reason, students of Western European languages (including French, Italian, German, Spanish, and Portuguese) are required to demonstrate sufficient proficiency in their host-country language. In most cases, students must be fully enrolled in a recognized foreign university, studying in the native language with students of the host country. Such direct matriculation puts a premium on post-advanced knowledge of the appropriate foreign language. A number of modified options are available in Arabic, Chinese, Japanese, and Russian-speaking parts of the world. These combine a heavy emphasis on language acquisition with a limited selection of course work in English, often with a regional focus. In addition, several overseas programs focus on specific academic areas such as classics, business, regional politics, and community-based learning; the majority of these programs are offered in summer. The overseas experience is a natural continuation of the undergraduate degree program since many upper-division requirements, as well as elective courses, may be taken at overseas universities.

The College transfers credit only for approved courses in which students have taken and passed a final exam and for which an official transcript is received. Grades from overseas coursework are not computed in the Georgetown grade point average, but are recorded on the transcript. In most cases, a maximum of 16 credits/5 courses per semester are transferred to the Georgetown degree. No more than 10 courses for the full year are transferred.

Overseas Study Procedures

For a complete overview of the study abroad application process, please visit: http://studyabroad.georgetown.edu.

Overseas Study Academic Planning Guidelines

Coursework completed at an approved overseas site can fulfill a variety of requirements, as well as free electives. Before initiating the application process, it is important to identify remaining degree requirements by reviewing your degree audit through My Access and meeting with your dean and major advisor. We also encourage students to pursue coursework in areas that distinguish the particular institution selected. Please note:

1. Core requirements are often not available at many overseas sites.
2. It is best to declare majors, minors and certificate programs before applying. All overseas courses to be transferred toward a major/minor/certificate must be reviewed by the department or program on the study proposal and confirmed upon return to Georgetown.
3. Language majors with a second language requirement are encouraged to complete the four courses at Georgetown. Students have difficulty in finding appropriate second language courses overseas.

VIII. Departmental and Interdisciplinary Programs

- African-American Studies
- American Studies
- Anthropology
- Art and Art History
- Biochemistry
- Biology
- Business Administration
- Catholic Studies
- Chemistry
- Cognitive Science
- Computer Science
- Economics
- Education, Inquiry, and Justice
- English
- Environmental Biology
- Environmental Studies
- Film and Media Studies
- Global Health
- Government
- History
- Interdisciplinary Studies
- Jewish Civilization
- Journalism
- Justice and Peace Studies
- Mathematics
- Medieval Studies
- Neurobiology
- Performing Arts
- Philosophy
- Physics
- Political Economy
- Psychology
- Science, Technology, and International Affairs
- Social and Political Thought
- Sociology
- Theology
- Women's and Gender Studies
I. APPROACH TO THE TEACHING OF LANGUAGE, CULTURE, LITERATURE, AND LINGUISTICS

Now more than ever, it is essential that all of us learn to see the world through the eyes of another. The study of language, literature and culture other than our own enables us to understand the world better, identify commonalities, and respect cultural differences. Jaroslav Pelikan, the eminent scholar/writer, eloquently expresses this concept in *The Idea of the University: A Reexamination*: "Society must require of its educational system that it guide and assist the members of the next generation to transcend the particularities of their own culture in the name of humanity." He is reminding us that the changes in recent decades in countries around the globe, and the accompanying new developments in technology, contribute to a new world view. Georgetown University’s long tradition of fostering international understanding is particularly embodied in the teaching and learning of other languages and cultures offered by the Faculty of Languages and Linguistics (FLL) of Georgetown College.

The FLL’s intercultural curriculum is designed to educate students in a well-developed program of studies, to evaluate ideas and values from a humanistic and a theoretical/critical perspective. Along with the in-depth study of the culture and literature of other lands and times, language studies are integrated with the various fields of linguistics. Thus, understanding language in all its forms, styles, and uses ultimately leads to successful cross-cultural communication and more authentic relationships among peoples. The aim is to produce graduates who are sensitive to the needs of the world community, open to exploring new ways to improve life, and ready to approach problems with an intercultural perspective.

Today’s corporate world places high priority on developing and utilizing an internationally sophisticated executive work force. Joint ventures with companies abroad are everyday practice. To respond to these professional needs, language and linguistics majors may pursue business coursework (the functional equivalent of a business major) or a business minor.

The FLL offers a full academic program in foreign languages, culture and literature studies, as well as in linguistics. Students may major in Arabic, Chinese, Classical Greek, Comparative Literature, French, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish, or Linguistics. In addition, coursework is available in Catalan, Modern Greek, Hebrew, Korean, Persian, Polish, Turkish, Swahili and Ukrainian. Language and linguistics majors may double-major with any of the other majors offered in Georgetown College. Those who desire to attend medical school may also pursue the pre-medical curriculum in addition to the major. Certificate programs, such as in regional studies including Asian, African, Arab, European, Latin American or Russian & East European Area Studies are open to FLL students. Some of the FLL departments offer Senior Seminars and a Senior Honors Thesis option.

The Comparative Literature program focuses on literature as a universal phenomenon with diverse forms and manifestations. The program emphasizes the study of broad currents of thought, style, or major literary schools across national boundaries.
Consistent with Georgetown University’s traditions and its overall multicultural and international commitment, the FLL considers an overseas experience to be a highly valuable component of the curriculum. An overseas study experience is required for some language majors (see department listings). Although intensive overseas study experiences while in high school may fulfill the requirement, students are encouraged to participate in an overseas experience while at Georgetown. In addition to intensive summer programs organized by FLL department, students may spend a semester or a year abroad. Usually, this will occur during the junior year but where appropriate for the academic plan, students may opt to go during their sophomore year. At overseas study sites where cognate languages are spoken, students matriculate directly into the host university system. Because of their exceptional level of language competency, language and linguistics majors are highly successful participants in overseas study programs.

Students who enter Georgetown College with a declared major in a language or linguistics have their language abilities evaluated either by their SAT II test scores or by a departmental placement test to ensure that they begin their language study at the appropriate level.

II. THE LANGUAGE LEARNING TECHNOLOGY CENTER

As a branch of the Center for New Designs in Learning and Scholarship (CNDLS), the Language Learning Technology (LLT) Center is committed to serving and supporting the study and instruction of foreign languages at Georgetown University. It offers faculty, staff and students a wide range of services, materials, equipment, and support in using technology to enhance language research, teaching, and learning.

The LLT Center consists of the following rooms:

- **Language Lab** (ICC 224) The lab houses an extensive collection of audio, video and learning materials for all levels of the languages taught at Georgetown University. Students and faculty use this facility on a walk-in basis for independent language study.
- **Technology Classroom** (ICC 227) This technology-enhanced classroom is equipped with innovative audio-visual and on-line technologies to promote a more efficient, authentic, interactive and dynamic student-centered learning environment. Faculty and graduate students use this room for teaching and/or research purposes.
- **Development Space** (ICC 226) In this facility instructors can use the available computer equipment and multimedia software to digitize, edit, and convert video and audio, scan images and text, create digital/audio recordings, participate in real-time video conferences, and set up on-line research environments.

A lab fee is added to each language course requiring materials and services from the Language Learning Technology Center.

III. DEGREE PROGRAMS

The undergraduate degree programs of the Faculty of Languages and Linguistics are in the liberal arts tradition, with a unique emphasis on language, culture, and literature.
The following majors lead to a Bachelor of Arts (A.B.) degree:

- **Arabic**
- **Chinese**
- **Classics**, with concentrations in:
  - **Latin**
  - **Greek**
  - **Latin and Greek**
  - **Classical Studies**
  - **Hellenic Studies**
- **Comparative Literature**
- **French**
- **German**
- **Italian**
- **Japanese**
- **Linguistics**
- **Portuguese**
- **Russian**
- **Spanish**
- **Spanish & Portuguese Studies**

In addition, coursework in Catalan, Modern Greek, Hebrew, Korean, Persian, Polish, Swahili, Turkish and Ukrainian is available.

**Overseas Study**

(See the [Overseas Study] section of this Bulletin.)

**Regional Studies Certificate Programs**

(See the [Regional Studies Certificate section] of this Bulletin.)

**IV. ACADEMIC ADVISING**

The faculty advising system was developed to assist students in planning their academic programs. Students select their advisor within their major department during the early registration process in the summer prior to their arrival at Georgetown. In addition, the Deans and Academic Counselors assist students with their academic program.

Students should discuss coursework selection with their faculty advisor each semester and seek advice regularly. An advisor who becomes well acquainted with a student can counsel perceptively and structure coursework to prepare for a desired career and/or postgraduate study.

A student may change the faculty advisor at any time by obtaining consent of a faculty member in the major department to serve in this capacity and informing the Dean’s office, or by requesting to be reassigned to another available faculty advisor.
Law School Preparation

(See the section on this topic in the Bulletin.)

Career Opportunities

Language and linguistics majors pursue many and varied careers in areas such as business, investment banking, law, international affairs, communications, the arts, education, and medicine. The Business Coursework concentration, Business minor, and language-specific business courses prepare students for the corporate world.

In order to complement academic work with practical experience, the FLL maintains a network of internship sponsors. Many organizations in Washington participate in internship programs, allowing students to learn about certain fields before seeking employment. Previous internship sites include the Embassies of France, Argentina, Canada, Germany, and Italy, the Organization of American States, CNN, the National Gallery of Art, and the Smithsonian Institution. In some instances, internships have led to full-time permanent positions.

An increasing number of students accept positions in various areas of private industry every year. Graduates are now working in Education, Finance, Government, Law, Management, Consulting, Marketing, Medicine (including Doctors without Borders), Public Relations and Publishing.

Various branches of the federal government need linguists, both at home and abroad. Some positions involve translation and/or data analysis for the protection of our national security. Others may require some knowledge of politics or economics along with language ability. In addition, government agencies, private industry, and many universities are pursuing linguistic research in areas such as psycholinguistics, sociolinguistics, communications engineering, speech pathology, and child language acquisition.

Finally, many FLL graduates have also achieved rewarding careers in academia and the art world. Students have pursued doctoral education at a host of top-tier institutions, including Harvard University, Johns Hopkins University, and Princeton University.

V. TUTORIALS

Tutorials are not permitted for language coursework which falls below the 231 level.

VI. Departmental Programs

- Arabic and Islamic Studies
- Classics
- Comparative Literature
- East Asian Languages and Cultures:
  1. Chinese
  2. Japanese
3. Korean

- Eastern Mediterranean Languages:
  1. Hebrew
  2. Turkish
  3. Persian

- French
- German
- Italian
- Linguistics

- Slavic Languages:
  1. Russian
  2. Polish and Ukrainian

- Spanish and Portuguese:
  1. Spanish
  2. Spanish and Portuguese Studies Major
  3. Portuguese

VII. SPECIAL PROGRAMS

1. Senior Honors Thesis

A selected number of seniors who have achieved a minimum 3.5 GPA both in the major and overall will be invited by their major department to write a Senior Honors Thesis in the context of a designated upper-level course (350 and above), the senior seminar, or, in very special cases, a tutorial. The thesis consists of a 30–35 page research paper. If written in the context of a course, the thesis satisfies the paper requirement for that course.

Students selected to participate in the Senior Honors Thesis Program should seriously consider the invitation, particularly those students considering graduate studies. The Program offers students the opportunity to work closely with a faculty mentor, to engage in critical analysis and scholarly research, and to produce a major research paper.

Students should explore topics of interest and initiate research as early as possible. In April of senior year, students will present the thesis in a public forum.

Upon successful completion of the thesis, “Senior Honors Thesis” or “Senior Honors Thesis with Distinction” is recorded on the transcript.

Procedures
1. During the summer before senior year, the Department Chairs in the Faculty of Languages and Linguistics will contact eligible students.

2. Before selecting a course, invited students should make an appointment with the Department Chair to discuss research interests, suitable courses and potential mentors.

3. At Registration or during Add/Drop in the fall, each student will choose a course and faculty mentor (the instructor of the course). Students are encouraged to write the thesis in conjunction with a fall course in order to have two semesters to complete the thesis. If this is not possible, students may select a spring semester course, but are urged to begin research in the fall.

4. Students, working with their mentors, should submit copies of the Senior Honors Thesis proposal and bibliography to the Department Chair by October 3 if the thesis is written in conjunction with a fall course or by November 12 for a spring course.

2. FLL Business Coursework

The FLL Business coursework program is available to majors in a modern foreign language or linguistics only. The Business coursework program consists of 15–16 courses, and is the functional equivalent of a second major. Students pursuing the FLL Business coursework program may not take more business courses than the program requires. The requirements for the program are outlined below.

The business-related requirements of this program consist of 15–16 courses:

- 5 prerequisites
- 5–6 core courses
- 5 upper-level core concentration courses

Prerequisites

- ACCT-101 Accounting I
- ECON-001 Microeconomics
- ECON-002 Macroeconomics
- (ECON-003 Principles of Economics may be substituted for both ECON-001 and ECON-002)
- MATH-035 Calculus I
- OPIM-173 Business Statistics or ECON-121 Economic Statistics

Students who wish to pursue this program must take the 5 prerequisite courses before applying to the program. However, students completing these prerequisites should contact Assistant Dean Jessica Ciani-Dausch for assistance with registering for ACCT-101 and/or OPIM-173. To apply, students should submit a Declaration of Business Coursework Form to the Georgetown College Dean’s Office, indicating completion of all pre-requisites and stating the intended field of concentration. Interested students should complete the prerequisites by the second semester of sophomore year.

The second language requirement is waived for students in the Business Coursework Program.
Accounting Concentration (15 courses)

5 prerequisites

7 core courses:

- ACCT-102 Accounting II
- ACCT-181 Business Law I or STRT-261 International Business
- FINC-211 Business Financial Management
- MGMT-220 Principles of Marketing
- MGMT-201 Management and Organizational Behavior
- ACCT-201 Intermediate Accounting I
- ACCT-202 Intermediate Accounting II

3 upper-level Accounting courses (contact The McDonough School of Business Undergraduate Program Office for specific course options)

Finance Concentration (15 courses)

5 prerequisites

5 core courses:

- ACCT-102 Accounting II
- ACCT-181 Business Law I or STRT-261 International Business
- FINC-211 Business Financial Management
- MGMT-220 Principles of Marketing
- MGMT-201 Management and Organizational Behavior

5 upper-level Finance courses (contact The McDonough School of Business Undergraduate Program Office for specific course options)

International Business Concentration (16 courses)

5 prerequisites

6 core courses:

- ACCT-102 Accounting II
- ACCT-181 Business Law I
- FINC-211 Business Financial Management
- MARK-220 Principles of Marketing
- MARK-261 International Business
- MGMT-201 Management and Organizational Behavior
3 upper-level international business courses (see Assistant Dean Jessica Ciani-Dausch in ICC 303 for specific course requirements)

1 non-business area course*

STRT-270 Advanced Seminar in International Business

*The one non-business area course with regional or comparative content should be selected from a list approved by The McDonough School of Business Undergraduate Program Office. Courses not on the list will be approved on an individual basis.

**Management Concentration (15 courses)**

5 prerequisites

5 core courses:

- ACCT-102 Accounting II
- ACCT-181 Business Law I or STRT-261 International Business
- FINC-211 Business Financial Management
- MARK-220 Principles of Marketing
- MGMT-201 Management and Organizational Behavior

MGMT-295: Management of Human Resources

4 upper-level Management courses (contact contact The McDonough School of Business Undergraduate Program Office for specific course options)

**Marketing Concentration (15 courses)**

5 prerequisites

5 core courses:

- ACCT-102 Accounting II
- ACCT-181 Business Law I or STRT-261 International Business
- FINC-211 Business Financial Management
- MARK-220 Principles of Marketing
- MGMT-201 Management and Organizational Behavior

5 upper-level Marketing courses (contact The McDonough School of Business Undergraduate Program Office for specific course options)

**Operations and Information Management Concentration (15 courses)**

5 prerequisites
5 core courses:

- ACCT-181 Business Law I or STRT-261 International Business
- MARK-220 Principles of Marketing
- MGMT-201 Management and Organizational Behavior
- OPIM-250 Information Systems
- OPIM-294 Operations Management

5 upper-level Operations and Information Management courses (contact The McDonough School of Business Undergraduate Program Office for specific course options)

There are increasing opportunities for students to take business courses while studying overseas. Students interested in both overseas study and the Business Coursework program should consult with the Georgetown College Dean’s Office.

3. Center for Language Education and Development

The Center for Language Education and Development (CLED) brings together programs relating to Intensive English as a Second Language, ESL test development, curriculum and program design, and teacher training. The Center functions as a practical complement to other FLL programs and serves as the Faculty’s outreach to the community and to the world. CLED’s Division of English as a Foreign Language offers foreign students who need to develop a command of English for academic or professional use a series of courses which do not lead to a degree. Students admitted as special students in the Division of EFL may enroll in EFL courses ENFL-015 through ENFL-058 only. They may not enroll in any other University courses while in EFL special student status.

Degree candidates and special students of other departments throughout the University who need further English language instruction may choose from courses ENFL-111 through ENFL-116 with permission of their advisor, and Dean.

Academic credits earned previously in intensive EFL Courses (ENFL-015 through ENFL-046) may not be applied toward fulfillment of any Georgetown University degree requirements. Advanced EFL courses (ENFL-055–058) may be applied toward modern foreign language requirements at the discretion of the appropriate Department Chair and Dean. Credits earned in undergraduate EFL courses ENFL-115 and 116 may be applied toward degree requirements in Humanities and Writing at the discretion of the appropriate Dean. Recognition by other academic institutions of EFL course credits as transfer credits is entirely at the discretion of those institutions.

4. Language and Culture Groups

The Arabic Club is designed to provide a forum for discussion of the Middle East, to allow members to increase their linguistic proficiency, and to familiarize them with various aspects of Arabic culture. The club offers its members a chance to associate with others interested in
Middle Eastern studies and with Arab students in the Washington area. Activities include lectures, discussions, social gatherings, and folk dancing.

The **French Cultural Association** aims to promote interest in the French language and culture among Georgetown students and faculty through French coffee hours, French movies, and French cuisine.  
**Coffee Hours:** Practice your French among other Georgetown students while enjoying a coffee on us! All levels of French speakers are welcome to this weekly event. This is a great opportunity for students to practice outside of the classroom and to prepare for study abroad programs.  
**Movie Nights:** Enjoy watching a French movie (with subtitles) to learn more about the French culture and language.  
**Crêpe/Cuisine Nights:** Take a study break and join us for delicious crêpes and other beloved French specialties.  
Other great events at the French Embassy and around DC including festivals, music entertainment, art, and theater performances.  
For information about the date, time, and location of our events, request to join our listserv: **gufca@georgetown.edu**

The **German Club** is a student run organization that coordinates its activities with the help of a faculty liaison and that receives support from the German department. The German Club is open to students of German and to all others interested in the language and culture. Activities include “Kaffeestunden” that give students informal opportunities to speak and listen to German. In addition, the German club sponsors academic events (talks by invited speakers, film screenings, etc.) and social gatherings.

The **Neo Hellenic Circle** is open to students of Modern Greek and to all others interested in the Greek language and culture. It provides opportunities for improving proficiency in the Modern Greek language and offers a variety of activities such as lectures by guest speakers, discussions, music, folk dancing, and film showings designed to acquaint students and their friends with Greece, its people, and their way of life.

The **Italian Club** is open to students of Italian and to all others interested in the language and culture. It gives them additional opportunities to speak Italian and offers them the possibility, through talks by guest speakers, discussions, and the showing of films, to become better acquainted with Italy and its people. Prof. Pireddu, Faculty Moderator.

The **Luso Brazilian Club** is open to students of Portuguese, and to others interested in the Portuguese and Brazilian cultures. The main purpose is to broaden the members’ knowledge of the Portuguese-speaking countries and their way of life and to provide opportunities for improving language proficiency. The club offers a variety of activities such as lectures by guest speakers or by the students themselves, films, slide projections, music, and parties.

The **Russian Club** is designed to provide opportunities for students of Russian and all others interested in Russia to become acquainted with the traditions, culture, and history of the Russian people. A variety of activities is available during the year, including films, lectures on
contemporary and historical issues, evenings devoted to Russian music, and opportunities to meet socially with members of the Russian faculty.

The Spanish Club is designed to provide extra-curricular opportunities for acquiring facility in understanding and speaking Spanish and to promote student interest in the study of the culture and history of the Spanish-speaking countries. To accomplish these goals, guest speakers are invited to give informal talks on the cultural, historical, economic, and social aspects of their countries. The social functions of the club include visits to embassies, Spanish movies, and musical programs. Dr. Barbara Mujica, Faculty Moderator.
School of Foreign Service

Joel Hellman  Dean
Mitch Kaneda  Associate Dean, Director of the Undergraduate Program
Emily Zenick  Assistant Dean, Deputy Director of the Undergraduate Program
Mini Murphy  Associate Dean
Samuel Aronson  Assistant Dean
Kendra Billingslea  Assistant Dean
Anthony Pirrotti  Assistant Dean
Polly Robey  Assistant Dean
Anna Steinhelper  Assistant Dean

In the School of Foreign Service in Qatar

Gerd Nonneman  Dean
James B MacGregor  Acting Associate Dean of Academic Affairs
Daniel C. Stoll  Associate Dean for Academic Affairs on a special assignment as Senior Advisor to the Dean
Kai-Henrik Barth  Senior Assistant Dean for Faculty Affairs
Heather Kerst  Assistant Dean
Anne Nebel  Assistant Dean, Director of the Office of Academic Services
HISTORY AND MISSION

The School of Foreign Service was founded in 1919 as a direct response to the involvement of the United States in the First World War. “Having entered upon the stage of world politics and world commerce, we assume worldwide obligations. Our viewpoint can never be the same again,” wrote the Rev. Edmund A. Walsh, S.J., the School’s first Dean. Five years before the diplomatic corps of the United States was reorganized and named the Foreign Service, Georgetown created a program dedicated to educating students on global issues and preparing them for lives of service in the international arena. This mission reflected both the University’s Jesuit heritage, with its emphasis on intercultural understanding, and its origins as an institution of the American Enlightenment, dedicated to the rights of man and the education of citizens.

Today the undergraduate program of the School of Foreign Service offers about 1,400 students a liberal arts education that stresses multidisciplinary studies in a global context. Students devote much of the first two years to the SFS Core Curriculum that provides the essentials of a liberal education and a foundation for further intellectual development. During sophomore year, students choose from one of eight majors focused on global issues. Although the majors are rooted in particular disciplines, each incorporates intellectual perspectives from several fields. For example, the program in Science, Technology, and International Affairs (the only multi and interdisciplinary science studies major at Georgetown) combines course work in the biological and physical sciences, geography, bioethics and other areas of the philosophy and history of science, government, economics, and policy studies. This dual emphasis on international scope and multidisciplinary approaches distinguishes the curriculum of the School of Foreign Service from that of other liberal arts programs, including that of Georgetown College.

In the summer of 2005 the Georgetown University School of Foreign Service in Qatar was established by agreement between Georgetown University and Qatar Foundation for Education, Science and Community Development. With this agreement, Georgetown joined four other distinguished American universities on the campus of Education City in Doha, and the School of Foreign Service in Qatar began with the guiding principle to maintain the standards and quality of its academic program in all its dimensions. Taught by faculty recruited both from the Georgetown Main Campus and from around the world, undergraduate students in Qatar pursue the same curriculum as students in Washington. They also have access to the full range of study abroad programs available to all Georgetown students and have engaged in service learning and study opportunities in places like India, Rwanda, Tanzania, Cambodia and China.

Graduates of the School of Foreign Service are a diverse group who choose careers in many different areas. While the largest group of graduates works in the private sector, with law and business providing a range of opportunities, the traditions of public service and scholarship both remain strong. Alumni can be found in the areas of diplomacy, international organizations,
humanitarian work, as well as in scholarly careers as members of university faculties or research organizations. In all, about two-thirds of the School’s alumni go on to postgraduate degree programs in a variety of fields.

**DEGREE REQUIREMENTS**

All candidates for the Bachelor of Science in Foreign Service (BSFS) Degree must complete the following requirements:

1. Students must successfully complete a minimum of 40 courses (each with at least 3 credits) and 120 credits. Students who complete one year of intensive language course work are eligible for one free elective course waiver; students who complete two years of intensive language course work are eligible for two free elective course waivers. No more than two free elective course waivers are granted. Students with intensive language waivers are eligible to graduate with a minimum 38 or 39 courses.
2. Students must fulfill the requirements of the SFS Core Curriculum and a major.
3. Students who transfer must complete at least half of the degree program (20 courses, 60 credits) in residence. Students must complete one half of the courses required in the major in residence. The full-time residency requirement, as outlined in the Matriculation section of Academic Regulations, must be fulfilled as a BSFS student.
4. Students must satisfactorily complete the foreign language proficiency requirement as outlined herein.
5. Students must attain a final cumulative grade point average of 2.0 or better.

**THE BSFS CURRICULUM**

The curriculum is governed by the BSFS Curriculum Committee, and is delivered and administered by the faculty and the BSFS Curricular deans. Each major is governed by its respective field committee.

The curriculum consists of the SFS Core Curriculum, Foreign Language Proficiency, major fields of study, and optional certificate programs.

**BSFS Learning Goals**

The Bachelor of Science in Foreign Service (BSFS) program provides an undergraduate international affairs education grounded in the liberal arts. As a foundation, students learn key concepts and theories from the disciplines that contribute to the study of this important field, including economics, history, and political science. This multidisciplinary curriculum allows students to appreciate the many dimensions of challenges in the world in which we live.

The BSFS curriculum also teaches students to appreciate the influence of culture on international affairs. Required language proficiency enables cultural literacy that can further illuminate issues in relations between peoples as well as states.
Students learn skills together with substance in the BSFS curriculum. They develop critical reasoning skills as well as the ability to express that reasoning in both their writing and oral presentations. They also acquire quantitative skills and an appreciation of scientific reasoning. Finally, students acquire the skills to conduct independent research.

Consistent with Georgetown’s Jesuit identity, students learn to approach international affairs with a concern for ethics and morality. They are encouraged to become engaged citizens committed to doing service for others as part of both the Georgetown community and the larger global community in which the University is embedded.

THE CORE CURRICULUM

The SFS Core Curriculum (“the Core”), contains the University Core, and is distinct from general education “distribution” requirements in that (1) it integrates thematic material across courses and (2) it combines theory and practice in international affairs while instilling values of citizenship and service, in direct alignment with the mission of the School.

To fully understand complex global problems, BSFS students need foundational knowledge in multiple disciplines. For example, international and regional conflicts cannot be explained by political science alone; economic, historical, religious, and cultural dimensions, among others, are intertwined inextricably. The SFS Core, therefore, consists of disciplines and courses deemed to be most relevant for providing foundational knowledge and problem-solving skills while maintaining the ecumenical nature of a liberal arts education.

The SFS Core consists of the following 17 courses (50 credits).

- 1 Freshman Proseminar
  - INAF-100 Freshman Proseminar
- 2 Humanities and Writing courses
  - WRIT-015 Writing and Culture Seminar
  - Humanities: Art, Literature and Culture course (includes foreign language literature)
- 2 Theology courses
  - THEO-001 Problem of God or THEO-011 Biblical Literature
  - 2nd THEO course
- 2 Philosophy courses
  - PHIL-099 Political & Social Thought
  - 2nd PHIL course
- 2 Government courses
  - GOVT-060 International Relations
  - GOVT-040 Comparative Political Systems
- 3 History courses
  - HIST-007 or 008 or 106 or 107 Introductory History
  - Non-Western Regional History I
  - Non-Western Regional History II
- 4 Economics courses
The INAF-100 Freshman Proseminar is limited in size to 12–15 students per section, with the following goals:

- to develop critical approaches to the study of global issues
- to gain academic reading, writing, and discussion skills
- to introduce students to the process and method of research
- to promote intensive interaction and camaraderie among students and professors

Students acquire foundational knowledge in international politics through GOVT-060 International Relations and GOVT-040 Comparative Political Systems.

Knowledge from ECON-243 International Trade and ECON-244 International Finance is vital in international affairs. These and their foundational courses, ECON-001 Microeconomic Principles and ECON-002 Macroeconomic Principles, expose every SFS student to quantitative methods in the social science.

To fulfill the history requirement, students study global history distributed over three courses: one course that introduces students to world history (HIST-007 Introductory Early History or HIST-008 Introductory Late History) and two courses that explore the histories of non-western world regions (from a list of 100-level and 200-level HIST courses). Students may petition to substitute the second history requirement with an upper-level regionally-focused history seminar, as long as the seminar continues the same regional study as the first regional history course.

The University Core requires two philosophy, two theology, and two humanities & writing courses. The SFS Core adapts these requirements to explore questions about humanities, values, and ethics through the framework of international affairs. BSFS students must fulfill the first philosophy requirement through an SFS-specific political philosophy course, PHIL-099 Political & Social Thought, and they may fulfill the second humanities & writing requirement through a foreign literature course. There is also a specially designed course for non-native English speaker students, ENFL-114 Critical Writing for International Affairs (or WRIT 014 Critical Read & Write Seminar for SFS-Qatar students), which fulfills the first humanities & writing requirement.

To acquire basic knowledge of the political and physical geography of the world, students must complete a 1-credit requirement, INAF-008 Map of the Modern World.

Students complete many of the SFS Core courses during their freshman and sophomore years. Students have the flexibility to start their major studies early, to take extra foreign language credits, or to take free electives by having advanced credits, taking summer courses, or deferring some of the SFS Core courses until junior and senior years.
The SFS Core requirements build on one another and form the foundation for all of the majors. INAF-100 Freshman Proseminar and PHIL-099 Political & Social Thought introduce students to academic reading, writing, and discussion, through intense assignments, small group interactions, and close instructor attention.

Knowledge builds across courses and disciplines. For example, game theory is introduced in ECON-001 Microeconomic Principles. This theory is then applied as an explanation of nuclear proliferation in GOVT-060 International Relations. The intergovernmental game is developed further to understand trade treaty negotiations in ECON-243 International Trade. Theories of international trade and international relations explain some of the regional interactions that have shaped history and are covered in the Regional History courses.

The SFS Core Curriculum lays the academic foundation for entry into one of eight interdisciplinary majors that will be outlined below. Unlike traditional discipline-based majors, SFS majors have two characteristics:

1. the majors are built upon the SFS Core requirements (i.e. they presume mastery of subjects covered by the SFS Core requirement courses); and
2. the majors are interdisciplinary (i.e. they allow students the opportunity to draw upon courses from departments across the University).

The two characteristics highlighted above are apparent within each of the majors. Taking one of the majors, International Political Economy, as an example, we can see that seven of the SFS Core requirements (ECON-001 Microeconomic Principles, ECON-002 Macroeconomic Principles, ECON-243 International Trade, ECON-244 International Finance, GOVT-060 International Relations, GOVT-040 Comparative Political Systems, and PHIL-099 Political & Social Thought) serve as foundational courses for the major, but none of these courses count toward the major itself. Because basic competencies have already been established through the SFS Core, the major courses can be at the specialized level and can span across academic disciplines without compromising disciplinary expertise.

Thus within each of the BSFS majors, students can take full advantage of course offerings and faculty expertise across several departments, utilizing the full range of disciplinary theories and methods, and integrating them to attain a complex understanding of the problems and challenges faced by the global community. This combination of advanced coursework and interdisciplinary approach prepares students to be effective problem-solvers in a wide range of career fields.

MODERN LANGUAGE PROFICIENCY REQUIREMENT

The School of Foreign Service modern language requirement forms part of Georgetown University’s mission to prepare students to be reflective, engaged and informed global citizens. The goal is to prepare students for professional discussions in a modern language other than English that occur in public, private and non-profit sectors of international affairs. Thorough language study builds both linguistic competency and develops cultural literacy—a goal of the SFS curriculum. To satisfy this proficiency requirement, a student must demonstrate the ability to exchange ideas in conversation on contemporary issues involving international affairs in a
modern language other than English. Students who complete this requirement early in their matriculation are strongly encouraged to continue to study, practice, and use the language to maintain and enhance competency.

All undergraduate students in the School of Foreign Service are expected to enroll in a modern language class each semester, for a letter grade, until they have met the proficiency requirement. Students cannot take a language course pass/fail. Language classes occupy elective slots in the academic schedule.

There are four ways a student can fulfill the language requirement. These options are listed below.

**Option 1**

A student who has graduated from a secondary school in which the language of instruction was a modern language other than English may have already fulfilled the language proficiency requirement. Students must provide relevant documentation to their dean during their first semester at Georgetown. At the dean’s discretion, students may still be required to take a language placement test or language proficiency exam during the first semester to verify whether further coursework is needed to obtain language proficiency.

**Option 2**

A student may take the proficiency exam offered by the language departments at Georgetown. A student may only request this examination when he/she has taken the appropriate preparatory coursework determined by the relevant language department. Students must register for the language examination at the office of the appropriate language department. A final examination schedule is posted on the departmental bulletin boards and students are expected to present themselves for the examination at the appointed time and location.

The proficiency exam is separate from the final course exam and is evaluated on a pass or fail basis. Students who pass the proficiency exam are able to sustain a discussion dealing with current events and demonstrate familiarity with relevant historical, cultural, political, and economic information. Students are also able to satisfy routine social needs and to discuss themselves, their studies, and their plans for the future.

A “pass” on the proficiency exam is comparable to achieving, depending on the language, an Intermediate high to Advanced mid on the American Council for the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) rating, or a B1/low B2 in the Common European Framework of Reference.

Students should check with individual departments for language specific examination formats and criteria. A two-member board conducts the exam. Most examinations entail: a) a reading comprehension component in which the student is given time alone to read an article on a topic in international affairs; b) a 20 minute oral conversation in which the student is asked to
summarize the article, to answer questions relating to it, and to respond to questions on the culture and civilization of the language area.

Students who fail the exam should consult with a member of the appropriate language department about the additional coursework necessary to prepare for reexamination. Seniors who do not pass the examination in April may be able to retake the exam in May.

The first examination, scheduled within the departmental deadline, will be administered without charge. Tardiness in scheduling an examination or rescheduling may result in a charge of $25.00.

**Option 3**

A student may take the proficiency exam on-site at the end of a Georgetown-Approved, summer intensive language program that offers the exam. A list of relevant programs is available online on the BSFS website.

**Option 4**

A student who successfully completes a one semester Georgetown-Approved direct matriculation study abroad program meets the language proficiency requirement. Successful completion means that a student has taken a full-time course load and passed each course as defined by the Office of International Programs’ Academic Policy. Direct matriculation means that a student was directly enrolled in courses offered by a partner university on a Georgetown-Approved program. These courses were conducted in a language other than English and were the same courses offered to degree candidates at that university. A list of approved programs is available online on the BSFS website. Only programs on this list are eligible to fulfill the language proficiency requirement.

**Additional Language Policies**

All students are expected to complete the language proficiency requirement prior to study abroad if they are nominated to an English language site or to another site in a language other than the one the student is pursuing to fulfill the requirement.

Students who wish to be examined in a modern language for which no instruction is offered at Georgetown University should contact the SFS Dean’s Office for additional information.

**MAJOR FIELDS OF STUDY**

The School of Foreign Service offers majors in eight fields, all of which have significant international and interdisciplinary elements. These are: Culture and Politics, International Economics, International History, International Political Economy, International Politics, Regional and Comparative Studies, and Science, Technology, and International Affairs. Please note that credits awarded for Advanced Placement classes taken in high school may not under any circumstances be counted towards a major in the School of Foreign Service.
The CULP major is designed to provide students with a complex understanding of the relationship between culture, knowledge, and power. It aims to provide students with theoretical frameworks and analytical skills that enhance cross-cultural tolerance, social justice, and ethical leadership, in order to make a difference in a world marked by power hierarchies and cultural conflicts.

Goals of the Major

Students learn to apply analytical tools from multiple fields as they practice critical reflection on self and society, and enhance their analytic sophistication through collaborative problem solving. The CULP major offers great individual flexibility. Students build a rigorous foundation for their studies through an in-depth gateway course that stresses fluency in a variety of theories, definitions, and genres of culture. Students then go on to assemble their own course sequence around individually chosen concentrations, in consultation with the dean. All students are expected to master the analytical methods and skills necessary to become thoughtful, rigorous readers and writers of scholarship on cultural power relations in the international arena.

CULP students are actively involved in publishing their own scholarship, linking up with such Georgetown programs as the Center for Justice and Peace and the Mortara Center for events and speakers; student groups such as the Critical Theory Society; and utilizing the rich cultural and social resources of Washington, DC.

Objectives of the Major

The contemporary world is characterized by extensive cultural contacts that enhance connections, but also pose new challenges to acting responsibly and sensitively to the unfamiliar. Cultural competence and diplomacy are central to the peaceful functioning of a global system marked by deep, historically grown inequalities. Preparing students to treat opposing viewpoints and experiences with respect, CULP fosters a sophisticated and informed understanding of cultural diversity and the politics of identity. To prepare students for unforeseen conflicts and opportunities, they will be educated to do the following:

- Identify, compare, and synthesize the key concepts and scholarly research in cultural and social theory across multiple disciplines—including history, anthropology, sociology, geography, literature, music, performing arts, film and new media, visual studies—that address the connections between power, culture, and identity.
- Explicate, evaluate, and critique cross-cultural political issues, dynamics, and events in clear, concise writing.
- Recognize multiple perspectives and dimensions of cultural interactions, and apply critical frameworks to competing claims to rights and recognition.
- Develop the substantive, analytical and ethical skills necessary to question stereotypical, polarizing, and essentialist views of difference, as a precondition for the peaceful resolution of conflicts in the domestic and international realm.
- Understand and apply an expansive concept of culture that empowers ordinary people, organizations, and institutions as agents of change.
The requirements for the Culture and Politics majors may be summarized as follows:

- Theorizing Culture and Politics (CULP-045)
- Three courses from Field I—Humanities
- Three courses from Field II—Social Sciences
- Five courses approved for inclusion in the student’s thematic concentration
- Beginning with the class of 2015, one of these twelve CULP courses must be an approved Research Methods Course
- Beginning with the class of 2016, students in the CULP major may overlap only one course between the major and the certificate

This major is available to students of the School of Foreign Service in Qatar. For more information, see Culture and Politics Major Requirements.

Writing in the Major

CULP students will satisfy the University’s Integrated Writing requirement through the required gateway class (CULP-045). Because CULP is an interdisciplinary major, however, there is no one methodology or writing genre that students must master. Students assemble their own course sequences around individually chosen concentrations in consultation with their mentor and curricular dean. The self-designed concentration may require a combination of discipline-specific methodologies or writing strategies housed in the SFS and the College, and students are encouraged to find additional opportunities to hone their writing skills throughout their coursework.

Honors in Culture and Politics

Selection of honors candidates is based on evaluations of proposals submitted during the spring semester of junior year.

In order to graduate with honors in Culture and Politics, a student must:

- Earn a cumulative grade point average of 3.33 and a grade point average of 3.67 in the major by the date of graduation.
- Successfully complete two semesters of tutorial work dedicated to preparation of the thesis.
- Submit a senior thesis on an approved topic which is judged to be of honors quality by a faculty committee appointed for this purpose.

For more details, please see the website

GLOBAL BUSINESS

The private sector plays a significant role within all aspects of international affairs, interacting with governmental and non-governmental actors. The failure of a large firm can have real effects
on people at all corners of the world. Development policies now recognize the critical role of private incentives at the most micro level. Corporations are under increasing scrutiny for their ethical and socially responsible behavior.

**Description**

The Global Business (GBUS) major will provide BSFS students with a unique opportunity to combine a basic business education with their political and economic coursework, and their advanced language, research, and cross-cultural proficiencies. The major offers BSFS students access to courses in accounting, international marketing, corporate finance, and business operations. Students are enabled to use the tools from the business disciplines to understand and analyze the firm and the private sector.

Through an integrated learning experience, the aim of the major is to produce a new breed of graduates who are fluent in the global languages of business, politics, economics, and culture. This fluency and the associated analytical capacity should allow graduates to pursue careers in the private and public sectors, non-profits, and academia, and allow them to freely move between those sectors as their careers evolve. Graduates of the GBUS major would be able to understand corporate ethics and social responsibility and how political and economic environments have made these strategic concerns of the global firm.

**Goals**

The Global Business major is designed to provide students with the multi-disciplinary, methodologically rigorous tools needed to understand and analyze business entities and their behavior in the context of the global social and cultural forces. Students acquire core tools in business disciplines from select MSB courses, and social science and humanity theories and methods from the SFS and University requirements.

**Objectives**

- Acquisition of quantitative and qualitative methods.
- Acquisition of analytical tools of the business disciplines of accounting, finance, marketing, and operations.
- Combining of business, social science, and humanity disciplines to understand and analyze the firm and the private sector, in the context of global social and cultural forces.
- Understand the multinational corporation and its behavior.
- Understand international investments and corporate finance.
- Understand the interactions of businesses and governments in public sector policy making.
- Understand corporate ethics, social responsibility, and environmental impacts, and how political, economic, and social conditions have made these strategic concerns of the global firm.
Requirements

The GB major requires 10 courses in addition to the calculus prerequisite.

Pre-Requisite: Calculus I (MATH 035, AP Credit, or equivalent)

Statistics: Statistics (ECON 121, MATH 040, IPOL 320, or OPIM 173)

Required Business Core:

- Principles of Marketing (MARK220)
- Accounting I (ACCT 101)
- Accounting II (ACCT 102)
- Business Financial Management (FINC 211)

One course in International Business:

- National Interests & Global Business (INAF 316)
- Outsourcing, Offshoring, and Services Trade (INAF 502)
- Business Operations in Emerging Countries (INAF 507)
- IBD/BUS/Gov’t/Global Economy (INAF 508)
- Globalization Challenges for Developed Countries (INAF 523)
  (THREE from the SFS list and ONE from the MSB list)

Three Supporting SFS Courses:

- National Interests & Global Business (INAF 316)
- Global Marketing Strategies (INAF 414)
- International Financial Markets (INAF 436)
- International Business Ethics (INAF 493)
- Outsourcing, Offshoring, and Services Trade (INAF 502)
- WTO Dispute Settlement (INAF 503)
- Business Strategies in Emerging Markets (INAF 505)
- Business Operations in Emerging Countries (INAF 507)
- IBD/BUS/Gov’t/Global Economy (INAF 508)
- Globalization Challenges for Developed Countries (INAF 523)
- Business and Investment Negotiations (INAF 594)
- Political Economics of Trade Policy (ECON 484)

One Supporting MSB Course:

Advanced classes in accounting, marketing and finance selected with approval from the curricular dean.
Honors in the Major

Parallel to the other majors, honors in the Global Business major requires a 3.5 overall GPA and 3.67 major GPA in the major. In addition, qualification for honors will require a thesis judged to be of honors quality by a committee of faculty members or completion of additional requirements as determined by the field committee.

INTERNATIONAL ECONOMICS

The International Economics major is grounded in the belief that economic analysis is essential to the understanding of modern world affairs. With decreasing costs of transporting goods and information, market forces, which guide the international flow of goods, assets, people, technology, and information, are becoming a dominant factor in the process of globalization as well as in international conflicts. For example, when markets link countries, domestic policies such as subsidies and environmental regulation in one country affect the welfare of other countries. The integrating force of the market is redefining boundaries beyond those of the traditional nation state.

Description

Economics is a social science that studies the behavior of social systems, such as markets, corporations, unions, international institutions, legislatures, and even families—through the lens of a unified analytical framework. That framework is built on the premise that individuals have goals and pursue those goals, subject to the constraints of resources, technology, and institutional setting. Thus, the focus is on the way individuals make decisions, how those decisions add up, and interact with one another to produce the social systems we observe. Ultimately, economics offers insights into the study and design of policies to improve the performance of the system.

The applications of this approach to international issues are myriad, covering topics such as trade policy, international economic organizations, economic growth and development, international financial markets, financial crises, international migration, economic integration, international policy coordination, international political economy, transition to market economies, global environment and production standards, multinational-corporations, international business and banking, and regional economies.

Because students receive rigorous training in quantitative techniques and objective analysis, a major in International Economics is excellent preparation for careers and leadership positions in the private or the public sector. Our students have been highly successful in areas such as finance, consulting, law, management, media, international development, international organizations, research institutes, government, non-profit organizations, and academia.

Goals

The International Economics major develops in students the ability to conduct innovative, well-informed, rigorous, quantitative analysis of all aspects of the world economy. Whether it is used
in the service of business strategy, public policy, scientific research, or any other endeavor, this ability is essential to understanding the economic forces at work in the world and making sound decisions in the face of them. All students are expected to master the theoretical and empirical tools necessary to conduct such analysis. The major provides students with in-depth knowledge and opportunities for application in three main arenas in international economics:

- **Subfield A: International Economic Theory and Policy.** This concentration delves deeper into the traditional areas economics and applications to economic policy, which, in addition to international economics, includes game theory, industrial organization, labor economics, public economics, development economics, and macroeconomics.
- **Subfield B: International Commerce and Finance.** The focus of this concentration is on practical applications of international economics in business and finance. The emphasis is on developing skills and institutional knowledge relevant to international commerce, investment, and financial markets.
- **Subfield C: Economic Growth, Transition and Development.** The focus of this concentration is on international economics as it pertains developing countries. It places greater emphasis on understanding the challenges faced by different regions and on strategies for economic development.

Students deepen their knowledge in these areas through in-depth subfield courses. They expand their knowledge by taking supporting courses in a wide range of specialized topics within each area.

**Objectives**

Economics is a social science that studies the behavior of social systems, such as markets, corporations, unions, international institutions, legislatures, and even families—through the lens of a unified analytical framework. The focus is on the way individuals make decisions and how those decisions add up, and interact with one another, to produce the social systems we observe. Ultimately, economics offers insights into the study and design of policies to improve the performance of the system. To understand and apply this approach, the student must learn the following:

- The basic elements of microeconomic theory including consumer choice, the impact on resource allocation of different market structures, game theory, general equilibrium analysis, and asymmetric information.
- The measurement of output and prices, along with theories of economic growth, business cycles, and fiscal and monetary policy.
- The fundamentals of international trade and finance.
- Elementary statistics, probability theory, statistical inference, electronic data acquisition, and computer applications.
- The theory and applications of regression analysis, with emphasis on the main techniques for estimating economic relationships and testing economic hypotheses.
- The application of economic theory and empirical analysis to a range of topics including labor, industrial organization, development, and the public sector.
• The elements of original research and writing, from posing a question, to summarizing the literature, modeling, gathering data, establishing causality, and drawing conclusions.

**Requirements**

**Required Courses for all Subfields:**

• Calculus I or equivalent (Students considering graduate study in economics should take additional math courses.)
• ECON-101/103 Intermediate Microeconomics
• ECON-102/104 Intermediate Macroeconomics
• ECON-121 Economic Statistics
• ECON-122 Introduction to Econometrics
• IECO-401 Senior Seminar or an approved 400-level ECON course

**Additional Requirements for Subfield A:**

• 4 Applied category courses
• 1 Supporting category course

**Additional Requirements for Subfield B:**

• 1 Applied category course
• 2 Subfield B category courses
• 2 Supporting category courses

**Additional Requirements for Subfield C:**

• 1 Applied category course
• 2 Subfield C category courses
• 2 Supporting category courses

This major is available to students of the School of Foreign Service in Qatar. For more information, see [International Economics Major Requirements](#).

**Writing in the Major**

Teaching students to understand the concepts and methodologies related to these mathematical and statistical tools necessitates that students develop proficiency in explaining the motivation, logic, and conclusion of their work verbally. The International Economics major offers students the opportunity to hone their writing skills through three primary venues: 1.) tests and assignments that require students to explain their reasoning, 2.) writing short papers that develop arguments, explain theories, or present evidence, and 3.) writing a senior thesis, which teaches students to evaluate scholarly literature, formulate and model a hypothesis, locate data and test the hypothesis, articulate their findings through a written paper, and formulate a convincing argument.
**Honors in International Economics**

Students can earn Honors in the IECO Major by submitting a letter of intent during the junior year, writing a thesis based on original research within IECO-401 during the senior year, obtaining an honors quality mark on the thesis, earning a major GPA of at least 3.67, and earning a cumulative GPA of at least 3.5. In addition, students must successfully complete Honors Intermediate Microeconomics and Honors Intermediate Macroeconomics or earn grades of A or A- in the regular sections of Intermediate Microeconomics and Intermediate Macroeconomics.

More information about the major and its faculty can be found at: [http://bsfs.georgetown.edu/majors/ieco/](http://bsfs.georgetown.edu/majors/ieco/).

**INTERNATIONAL HISTORY**

Processes of historical change have become increasingly global during recent centuries. The major in International History combines a broad introduction to the analysis of historical changes that transcend national boundaries with the opportunity to explore a particular theme or question in the context of a self-designed major concentration.

The major goes beyond study of the formal relations between states—the traditional subject matter of diplomatic history—to address themes in social, cultural, and intellectual history. Historical scholarship today draws on ideas and data from subjects as varied as anthropology, philosophy, sociology, political science, religious studies, and literature, and this mix is reflected in the coursework for the International History major.

In addition, the major exposes students to a range of theoretical tools and methodological approaches to historical analysis and places special emphasis on the development of critical thinking, argumentation, and writing skills.

**Goals of the Major**

The International History major prepares students to understand how the world got to be the way it is today and the forces that govern its ongoing evolution. It is designed to introduce them to the breadth and depth of the human experience by a comparative study of past and contemporary societies and cultures, and to develop their ability to conduct research, analyze and assess evidence, and articulate sound conclusions both orally and in writing.

Our students thus acquire knowledge and skills that help them develop as informed, engaged, and thoughtful citizens and scholars. The study of international history enables our students to become more involved with the complex world in which they live, and to maintain throughout their lives a spirit of inquiry and curiosity that not only makes them more active in their communities, but also provides them with personal enrichment and enjoyment.

Students majoring in International History must complete the following requirements: HIST-305; four classes from the approved list of classes in International History (including at least one seminar or colloquium in addition to HIST-305); and five classes from a list of classes developed
in consultation with the IHIS dean centering on a student's thematic topic of study. At least two classes in the major—and up to three classes can—come from outside the History Department. Students completing the SFS certificate program are permitted to overlap up to two classes between their major and certificate program.

Objectives of the Major

The study of history plays a distinctive and central role in a strong liberal arts curriculum. Knowledge of history is essential to understanding the emergence of the modern world and for grappling with continuing global interactions and conflicts. International History majors enjoy considerable freedom to focus their work on their own areas of interest and to design programs that complement the rest of their academic work.

The International History major will enable students to:

- develop the ability to explain and contextualize change over time on the basis of evidence;
- distinguish between types and genres of sources and between evidence-based conclusions and unfounded statements;
- use sources to formulate questions and construct original arguments, and develop their ability to support their conclusions orally and in writing with evidence and appropriate documentation;
- identify, evaluate, and compare historians’ different interpretations of the past, thus understanding the discipline of history as an ongoing conversation between sources, scholars, and students; and
- identify and trace major themes, issues, and developments in the history of at least two world regions, and gain the ability to formulate comparative questions and arguments about different societies and cultures.

This major is available to students of the School of Foreign Service in Qatar. For more information, see International History Major Requirements.

Writing in the Major

As they move through the SFS Core Curriculum and meet the requirements towards their major, IHIS students repeatedly encounter and practice various forms of historical writing. All IHIS majors are required to take Global Perspectives on International History (HIST-305) which exposes students to various methodologies in studying international history and gives students the opportunity to hone their writing as scholars and historians. In addition, students continue to practice writing through the upper-level history seminars, which allow students to continually develop and revise their writing skills throughout their academic careers.

Honors in International History

To graduate with honors in International History, a student must:
• earn a cumulative grade point average of 3.50 and a grade point average in the major of 3.67 by the date of graduation.
• successfully complete the two-semester honors seminar offered in the Department of History, (by invitation only); and
• Submit a senior thesis on an approved topic that is judged to be of honors quality by a committee of faculty members appointed for this purpose.

For more information, please see the website.

INTERNATIONAL POLITICAL ECONOMY

Goals

The International Political Economy (IPEC) major provides students with the multi-disciplinary methodologically rigorous tools needed to understand and analyze the interaction between political and economic forces around the world. These tools, as well as the substantive knowledge gained, serves students who pursue graduate work, careers in the private, public, or non-profit sector, or careers in international or non-governmental organizations. The IPEC major derives in part from the overlap between economics and political science. In addition, the IPEC major goes beyond these constituent disciplines and provides students with knowledge of a variety of areas including, but not limited to, the problems of globalization, the processes of economic development and reform, and the role of political power in economic policymaking.

Students acquire both analytical tools and substantive expertise through unique core courses as well as through foundational courses in international economics, international politics, economic theory, econometrics, and international political economy. Students also gain expertise in specific areas by further specializing in subsequent courses. All students, apply analytical tools to a particular topic of interest by writing a senior thesis.

Objectives

Substantively, International Political Economy analyzes how international and domestic political factors interact with economic factors to determine outcomes in a wide variety of areas. The scope of inquiry ranges from mature capitalist countries to developing economies to nations making transitions to capitalist systems. In all cases, the focus is on issues that cannot be properly understood without insights gained from both international economics and international politics. This requires an understanding of the methods and principal issues animating the areas in which these fields intersect.

To do this, students learn:

• Quantitative and qualitative methods to make causal inferences regarding political-economic phenomena
• The ways in which states and state-institutions help or hinder economic prosperity
• How collective action in the presence of conflicting private interests can shape legislation, elections, and policy
• The nature of unilateral and multilateral factors shaping international trade, finance, and aid
• Original research and writing that identifies a puzzle, derives testable hypotheses, selects appropriate methodologies, gathers empirical evidence, and offers conclusions

Requirements

• Calculus I or equivalent
• ECON-101/103 Intermediate Microeconomics
• ECON-121 Economic Statistics
• ECON-122 Introduction to Econometrics
• GOVT-261 International Political Economy
• PECO-201 Analytical Tools for Political Economy
• Four IPEC Core or Supporting courses, at least two of which must be IPEC Core
• IPEC-401 Senior Thesis Seminar

Writing in the Major

All students majoring in IPEC must write a senior thesis based on original research. Students write the thesis in the Senior Capstone course (IPEC-401) and thus pursue their individual research projects as part of a cohort of scholars studying international political economy.

Honors in International Political Economy

Students can earn Honors in the IPEC Major by submitting a letter of intent during the junior year, writing a thesis based on original research during the senior year, the thesis judged as honors quality, earning an A grade in the Senior Seminar, earning a major GPA of at least 3.67, and earning a cumulative GPA of at least 3.50.

More information about the major and its faculty can be found at: http://bsfs.georgetown.edu/majors/ipec/.

INTERNATIONAL POLITICS

The International Politics major examines how states and non-state actors cooperate and compete on political issues. In contemporary geopolitics, there is no longer the stable hierarchy of issues that dominated policy makers’ and scholars’ attention during the Cold War period of 1945 through the late 1980s. Now, numerous non-security issues compete with security for the attention of policy makers, outside analysts, scholars, and citizens.

Goals

The International Politics major is designed to provide students with the substantive expertise and analytical skills necessary to understand, and become leaders in, the study and practice of world politics. The major provides all students with in-depth knowledge of the issues and actors that constitute three central arenas in international politics:
Students build their substantive expertise in these areas through in-depth foundational courses. Within each area, they are also expected to gain expertise on matters of particular interest to them by taking supporting courses in a wide range of specialized topics. In addition, all students are expected to master the analytical methods and statistical skills necessary to be productive consumers and producers of research in international politics.

Objectives

The international political arena is dynamic. The ability to recognize the potential for cooperation and conflict among a diversity of state and non-state actors and then to choose and implement an appropriate policy response to the issue at hand requires a sophisticated and informed understanding of international politics as well as the skills to respond to unforeseen threats and opportunities. To be prepared to do so, students will be educated to do the following:

- Understand, evaluate and apply the key concepts and scholarly research in international politics regarding the behavior of state and non-state actors in the international system.
- Identify key institutions and dynamics in the development of the contemporary international system as well as their historical foundations and precedents.
- Explicate and critique international and domestic political issues, dynamics, and events in clear and concise writing.
- Analyze world political phenomena systematically using statistical methodologies to evaluate global trends and relationships.
- Develop substantive and theoretical expertise necessary to understand, interpret, and explain complex current events and historical case studies in International or Foreign Policy.
- Recognize important moral dimensions of world politics and apply ethical frameworks to the multifaceted challenges faced today.
- Develop the substantive, analytical, and ethical skills necessary to anticipate emerging threats, challenges, and opportunities in the global arena and respond effectively.

Requirements

The organization of the major addresses the principal building blocks of international politics today.

There are three major fields in which International Politics majors may concentrate: 1) International Law, Institutions, and Ethics 2) International Security; and 3) Foreign Policy and Policy Processes. See the website for current listings. Please note that although the majority of courses in the major are taught by political scientists, there are significant contributions from the Departments of History, Philosophy, Sociology, and Theology, and from regional studies programs.
The eleven courses for the International Politics major are divided between a six-course concentration in one of the major fields (1–3) listed above, four additional courses drawn from at least two of the other concentrations, and a quantitative methodology course. The requirements are summarized as follows. See the website for detailed course listings.

- IPOL-320: Quantitative Methods for International Politics
- Six courses listed under the student’s major field.
- Of these six courses, students must take one thematic concentration course.
  - Students pursuing a concentration in International Security must take at least one of the following courses: GOVT-260: International Security (formerly GOVT-369) or IPOL-365: Military Security in World Politics.
  - Students pursuing a concentration in International Law, Institutions, and Ethics must take at least one of the following courses: GOVT-263: International Law (formerly GOVT-403); GOVT-262: International Organization (formerly GOVT-298); or GOVT-460: Ethical Issues in International Relations (formerly GOVT-420).
  - Students pursuing a concentration in Foreign Policy and Policy Processes must take at least one of the following courses: GOVT-264: Contemporary U.S. Foreign Policy (formerly GOVT-415); HIST-282: American Diplomatic History I; or HIST-283: American Diplomatic History II.
- Four additional courses listed under the other concentrations. Students may take a maximum of two supporting courses towards the concentration requirement. Courses must be drawn from at least two areas outside the major field.

This major is available to students of the School of Foreign Service in Qatar. For more information, see International Politics Major Requirements.

**Writing in the Major**

Students majoring in IPOL fulfill the University’s integrated writing requirement through their coursework in the Government Department. All seminars require students to conduct original research, formulate logical arguments, and present their arguments with supporting evidence in both short and long papers.

**Honors in International Politics**

Selection of honors candidates is based on evaluations of proposals submitted during the spring semester of junior year.

In order to graduate with honors in International Politics, a student must:

- Earn a cumulative grade point average of 3.50 and a grade point average in the major of 3.67 by the date of graduation.
- Successfully complete the honors seminar in International Politics offered in the fall semester. Please note that participation in this seminar is by invitation only.
- Successfully complete a spring semester tutorial in which the senior thesis is prepared.
• Submit a senior thesis on an approved topic that is judged to be of honors quality by a committee of faculty members chosen for this purpose.

For more information, please see the website.

REGIONAL AND COMPARATIVE STUDIES

The major in Regional and Comparative Studies allows students to focus on the detailed study of one (“Regional Studies”) or two (“Comparative Studies”) world regions:

• Africa
• Asia
• Western Europe
• Latin America
• the Middle East
• the region comprising Russia, Eurasia, and Eastern Europe
• the United States (comparative studies only)
• the region comprising Australia, New Zealand & the Pacific (comparative studies only)

Goals of the Major

The study of a particular region or two regions is a vital enterprise that provides a student with insights into different societies that cannot be gained otherwise. Understanding regions through intense study of its languages and cultures allows students to gain expertise that is invaluable in a globalizing world. It is this focus that makes it possible to see crucial differences and similarities within and between regions. Students, through the study of a region(s) of the world, become informed world citizens able to interpret the actions and policies of the areas they study.

Regional and Comparative Studies students develop the insight, knowledge and skills needed to deal effectively with far-reaching challenges of the contemporary world. Given the largely self-defined nature of the major, students become responsible for their own education through grounding in core theory and methods courses and region-specific courses selected to explore a topic in greater depth. The theoretical component and rigorous curriculum provide students with tools that serve virtually any profession, whether in the region(s) studied, or elsewhere. The literacy in language(s) and the understanding of political, economic, social and cultural realities permits them to do specialized work. Graduates are prepared to enter careers in law, education, government, non-governmental organizations, and business to meet the needs of a broadening global vision.

The Regional and Comparative Studies major is designed to provide students with deep knowledge of one or two regions of the world so that they understand issues that occur on the world stage. In Regional Studies students pursue a study of one region: Africa, Asia, Latin America, the Middle East, Western Europe, or the region comprising Russia, Eurasia and Eastern Europe. For Comparative Studies students pursue any two of these regions with the addition of the United States and the region comprising Australia, New Zealand and the Pacific.
Students receive training in theories and methods, typically from two different disciplines, to gain analytical tools for a detailed study of the region(s). Drawing from the disciplines of anthropology, economics, government, history, international affairs, linguistics, sociology, and theology, students build a comprehensive grounding in a self-identified theme within a region(s). Students also acquire necessary language skills appropriate to the region(s) by taking a minimum of four semesters of language or by passing proficiency.

In the Regional and Comparative Studies major students design their own curriculum with the support of the curricular dean and a faculty mentor. RCST students identify and explain a major theme in a region or regions and justify the value of its study. Students construct an intellectual argument and propose a course list to enable a comprehensive multi-disciplinary study of the selected theme. Beginning with the class of 2016, students in the RCST major may not overlap any courses between the major courses and the certificate. Through the mentoring of the curricular dean, the Faculty Field Chair and faculty, students receive guidance to undertake a meaningful study within a region(s).

**Objectives of the Major**

Through a diverse combination of courses centered on a theme, the RCST major prepares students to investigate and comprehend a topic of importance in a region(s). The Regional and Comparative major enables students to:

- Understand on a theoretical and practical level different societies and their histories.
- Develop analytical tools to understand and interpret a theme in a region or regions.
- Analyze different aspects of societies outside of the United States.
- Use the comparative method to assess the complexities of different regions of the world.
- Identify, explore and evaluate an important theme through a comprehensive study across multiple disciplines.
- Gain proficiency in a language(s) specific to a region(s).

**Requirements of the Major**

For Students Majoring in Regional Studies

- Two courses from a preapproved list of theory and methods courses
- Eight region-specific theme-related courses from one of the stand-alone regions
- Four language courses or language proficiency of a language in the region

For Students Majoring in Comparative Studies

- Two courses from a preapproved list of theory and methods courses
- Four region-specific theme-related courses from each of the regions to be compared.
- Four language courses or language proficiency in one of the selected regions. (English does not count towards this proficiency.)
Writing in the Major

Students majoring in RCST develop writing skills throughout their major coursework. When students declare their major, they write a significant essay identifying and explaining a theme to be explored within a region(s) of the world, which students develop and revise under the direction of the field chair and curricular dean. In the major, all students receiving training in theories and methods, typically from two different disciplines, to gain analytical tools for a detailed study of the region(s). These courses require students to complete various writing assignments honing students’ research, writing, and presentation skills. In the summer between junior and senior years, RCST students complete a reflection exercise which offers an additional opportunity to hone their writing skills. Finally, students who pursue an honors thesis gain significant experience in writing under the direction of a faculty mentor.

Honors in Regional and Comparative Studies

Selection of honors candidates is based on evaluations of proposals submitted during the spring semester of junior year.

In order to graduate with honors in Regional and Comparative Studies, a student must:

- Earn a cumulative grade point average of 3.50 and a grade point average of 3.67 in the major by the date of graduation.
- Successfully complete two semesters of tutorial work and participate in the thesis writers workshop dedicated to preparation of the thesis.
- Submit a senior thesis on an approved topic which is judged to be of honors quality by a faculty committee appointed for this purpose.

For more details, please see the website.

SCIENCE, TECHNOLOGY, AND INTERNATIONAL AFFAIRS

A glance at the daily newspaper is enough to convince even the post casual observer that there are international dimensions to almost every aspect of science and technology, and that science and technology play a crucial role in foreign policy and international affairs.

The Science, Technology & International Affairs (STIA) major aims to equip students with the tools needed to understand the complex problems at the intersection of scientific and technical issues and international affairs.

Learning Goals

Science, Technology, and International Affairs (STIA) is a unique, multi- and inter-disciplinary liberal arts program. It equips students with the tools they will need to understand and address the complex issues related to science and technology (environment, health, energy, security, and development) that are interwoven with the historical, political, economic, social, and cultural concerns of international affairs. STIA’s essential goal is to produce graduates who can manage
issues with a strong content of science and technology. STIA is the only SFS major to have a science requirement, and provides SFS students with the option of continuing in science after graduation in fields such as the environmental and energy sciences and medicine. The major provides comprehensive knowledge within four concentrations:

1. Environment and Energy

This core offers an essential introduction to environmental science and global energy, as well as the political, historical, and economic factors that influence environmental and energy policy and the state of the global environment and supply of energy. STIA offers a wide range of environmental and energy courses, including water resources, geographic information science, geoscience, climate, soil and agriculture, environmental restoration and policy, energy resources and security, and sustainable energy technologies. Related resources include the University’s science departments and the numerous national agencies and organizations of Washington, DC.

2. Business, Growth, and Development

This core explores policy and management issues arising from advances in technology, while building essential skills in international business and economics. Coursework covers four main areas: economics and business (accounting, finance, and marketing); technological elements of business (information, biotechnology, energy, industry, and agriculture); and business-government relations from regional to international scales; and national technology and competitiveness strategies. Related resources include the SFS Program in International Business Diplomacy.

3. Biotechnology and Global Health

Political, economic, cultural, and social factors influence world health as much as the traditional issues of medicine and public health. The challenges to health and society call for recognizing the close relationship between health and international affairs, and gives equal prominence to the public and the private sectors. This core area offers students courses spanning a broad range of topics from epidemiology to computational biology, health economics, biotechnology policy, medical bioethics, demography, and the politics of international health. Related resources include the University’s science departments, the School of Nursing and Health Studies and the Medical School.

4. Science, Technology, and Security

This core focuses on how science and technology affect existing and emerging security policy in the broader context of international politics. The key issues range from technology and military strategy to nuclear proliferation, testing, and monitoring, energy and security, communications and intelligence, weapons, and unconventional or emerging security threats, including terrorists, asymmetric and cyber warfare, organized crime, narcotics traffickers, and low-level conflict. Related resources include the University’s science departments, including Computer Science courses.
Students build their substantive expertise in these areas through key foundational courses. Within each area, they gain knowledge and skills in matters of particular interest to them by taking supporting courses in a wide range of specialized topics within each area. In addition, all students are expected to master the analytical methods, the appropriate sciences, and quantitative skills necessary to be productive consumers of research in international science and technology. Many students enrich their coursework with world class internships and international field studies, and a select group writes Honors Theses based on original research conducted around the world.

Objectives

Addressing many of the world’s greatest challenges requires a sophisticated and informed understanding of science, technology, and international affairs to choose and implement the best policy and management responses. The STIA education prepares students to do so in the following ways:

- Understand, evaluate, and apply the key concepts and research in science and technology in international affairs
- Be knowledgeable about quantitative and qualitative methods, and able to apply them in research
- Recognize and apply a toolkit of scientific techniques and methods
- Understand and evaluate the world’s most important science and technology challenges
- Identify key institutions and dynamics in international science and technology
- Explicate and critique science and technology issues in clear written and oral presentation
- Develop substantive and theoretical expertise necessary to understand, interpret, and explain complex events and case studies in international science and technology
- Recognize important moral dimensions of scientific issues and apply ethical frameworks to these challenges
- Develop the substantive, analytical and ethical skills necessary to anticipate emerging threats, challenges and opportunities in the global arena and respond effectively

Requirements

In addition to the SFS core requirements, all STIA majors must complete a minimum 12 courses in the major. The courses are:

- STIA-305 Science and Technology in the Global Arena
- Four courses from the chosen concentration
- Minimum 4 Math/Science Courses and 2 STIA Electives OR 6 Math/Science Courses
- A STIA Senior Seminar

Writing in the Major

The STIA major equips students with the essential tools needed to understand and address complex problems at the intersection of science, technology, and international affairs. Modes of communication that STIA students are expected to master during the course of completing the
major include discussion and debate, oral presentation, and, of course, advanced writing. The
STIA major seeks to help students build these communication competencies throughout the
curriculum. There are three primary components of the major that focus specifically on
writing. All STIA students take Introduction to Science and Technology in the Global Arena
(STIA-305), which moves beyond the fundamentals of academic writing learned in SFS core
courses and makes progress in evaluating primary and secondary sources and learning to
communicate science to non-scientists. Additionally, STIA classes are expected to have at least
one written assignment. Most classes have multiple writing assignments, which range from
literature reviews to research proposals, from research papers to policy briefs, and from
professional blogs to opinion pieces. Finally, STIA majors are required to complete a Senior
Seminar, in which students are expected to generate original research questions, devise plans to
test and prove their findings, and present a convincing hypothesis to a diverse audience. These
classes include a major writing assignment. Students electing to complete a thesis project hone
their writing skills under the direction of a senior faculty mentor with the aim towards
disseminating their work in scholarly literature.

Field and Faculty Experts

STIA faculty members include three elected Fellows of the American Association for the
Advancement of Science and they produce cutting edge scholarship in many areas, including
environmental science, management, and policy. As with our other core strengths, the faculty
approaches these questions from multiple perspectives, producing well-educated and resourceful
students who have gone on to become scientists, physicians, lawyers, development experts, and
business people in positions worldwide. Our faculty’s research includes questions about the
renewable energy industry and policy development, scientific uncertainty, privacy, global
competitiveness, information policy, technology transfer and innovation mechanisms, the role of
science and technology in economic performance, international competitiveness strategies,
international climate policy, landscape and ecological change, geoarchaeology of Central
America and the Mediterranean, and environmental history, low-fertility regimes particularly
with regard to security issues, and infertility.

Additionally, STIA taps into the other multifaceted resources of Georgetown, including its
noteworthy group of scholar-practitioners who share their experience from the applied worlds of
international affairs, science, and business with our students. Other synergistic institutions at
Georgetown include The Center for the Environment, directed in the past by two STIA faculty
members, which provides a wide ranging forum for all aspects of the environment; the Mortara
Center for International Studies advances the study of all aspects of international affairs; the
School of Nursing and Health Studies; and programs in development, international health, and
the main sciences departments of Biology, Chemistry, Physics, and Computer Science. Lastly,
STIA faculty work with their students to produce and publish their own scholarship, connecting
with other groups for events and speakers, and drawing on the vibrant scientific, cultural, and
social resources of the Nation’s Capital.
Honors in Science, Technology, and International Affairs

Selection of honors candidates is based on evaluations of proposals submitted during the spring semester of junior year.

In order to graduate with honors in Science, Technology, and International Affairs, a student must:

- Earn a cumulative grade point average of 3.50 and a grade point average of 3.67 in the major by the date of graduation.
- Successfully complete a senior thesis on an approved topic which is judged to be of honors quality by a faculty committee appointed for this purpose.

For more details, please see the STIA Director.

A NOTE ON MODIFICATIONS TO THE MAJORS

It is possible for students who wish to pursue a modified version of one of the eight majors to petition for permission to do so. Usually the modifications involve substituting one or two courses for those included on the current course lists. Students should consult the curricular dean responsible for their major for details. Without exception, the faculty chair of the appropriate field committee must endorse the modifications.

INDEPENDENT MAJORS

There are rare cases in which a student has received permission to pursue an independent major that does not fall under the jurisdiction of one of the eight major field committees. Such cases require a detailed description of the plan of study and approval by at least two faculty members and the Director of the Undergraduate Program before they may be considered by the Standards Committee, which makes the final decision on the proposal.

ADVISING

With an enrollment of about 350 students per class, the undergraduate program of the School of Foreign Service offers an intimate setting within Georgetown University. This scale makes it possible for students, faculty members, and deans to interact with one another on a personal basis. Ideally, each student will build up a network of professors who are knowledgeable about different aspects of his or her studies, as well as rapport with one or more members of the Dean’s Office staff. This pattern begins during the first year and continues to develop. For example, the professors who teach freshmen proseminars typically take an interest in their students and are prepared to offer general advice and support.

Counseling about course choices takes place in the Dean’s Office. Each entering first-year or transfer student is assigned to one of the Associate and Assistant Deans, who hold office hours on virtually every day of the academic year. One of their primary responsibilities is to help students work out an academic program that will enable them to complete their studies on schedule while also pursuing interests in elective subjects. The deans continue to provide support.
to students during junior and senior years on a wide variety of subjects, including study abroad. They also direct students to members of the faculty who share their interests in one or more areas, and these introductions are among the most fruitful ways of identifying professors to serve as mentors in the major during junior and senior years.

DESCRIPTIONS OF COURSES SPONSORED BY THE SCHOOL

As noted above, the coursework for the Core and for the SFS majors draws on the offerings of several different Departments as well as courses sponsored directly by the School of Foreign Service. Courses sponsored by a Department are described under the heading of that Department. Courses sponsored by the School appear under two categories on the University website. International Affairs (prefix “INAF”) houses courses that serve the Core curriculum as well as upper-level courses that are integral to more than one major in the School. Courses commissioned for the majors in International Economics (prefix “IECO”), International Political Economy (prefix “PECO/IPEC”), Culture and Politics (“CULP”) and Science, Technology, and International Affairs (“STIA”) appear under the categories for those programs. For detailed listings of all departmental courses that figure into the SFS curriculum please see the SFS website, http://bsfs.georgetown.edu.

HONORS IN THE SCHOOL OF FOREIGN SERVICE

Every semester, academic honors are noted on full-time students’ transcripts based on their grade point average for that semester. “First honors” is awarded to students who earn a 3.900 GPA or higher; “second honors” is awarded to those who earn at least a 3.700 GPA, and students who earn at least a 3.500 achieve the “Dean’s list.” Semester honors are recognized by a permanent notation on official transcripts.

Upon graduation, final academic honors are determined by the cumulative GPA. Students with a 3.900 cumulative GPA or higher graduate summa cum laude; 3.700 to 3.899, magna cum laude; and 3.500 to 3.699, cum laude. Final academic honors are printed on all official transcripts.

In order to ensure that Latin honors represent a mark of distinction, they will be calculated within designated percentiles according to the following rules (beginning with the graduating class of 2017). Please note that in all cases, honors are determined by percentiles in each school (including SCS) and that all students receiving the BSFS degree (in SFS or SFS-Qatar) will be considered together.

- The lowest grade point average (GPA) of the top five percent (5.000%) of the previous year's graduating class will be used to determine the GPA needed by the undergraduate students of the next graduating class to graduate Summa Cum Laude.
- The lowest GPA of the next ten percent (i.e., the top 15-5.001%) of the previous year's graduating class will be used to determine the GPA needed to graduate Magna Cum Laude.
- The lowest GPA of the next ten percent (i.e., the top 25-15.001%) of the previous year's graduating class will be used to determine the GPA needed to graduate Cum Laude.
Note: "full-time" status for the purposes of computing honors requires that a student be enrolled in at least twelve credits of coursework for which quality points are awarded. Pass/fail grades are not awarded quality points.

The Peter F. Krogh Honors Seminar

Named for the Dean Emeritus of the School of Foreign Service, this seminar offers 15 highly qualified students the opportunity to work closely with a senior member of the faculty. The Krogh seminar always addresses a theme of central importance in international affairs, with the topic and professor changing from year to year. Participation in the Krogh seminar is by invitation. Students who successfully complete the seminar receive the Peter F. Krogh medal at the annual Tropaia ceremony during graduation weekend.

Honors in the Majors

Students who meet the criteria to graduate with honors in the major receive an honors citation on their final transcripts. They are also recognized at the annual Tropaia ceremony during graduation weekend.

National Honor Societies

Students in the School of Foreign Service are eligible for election to Phi Beta Kappa, Alpha Sigma Nu (Jesuit National Honor Society), Omicron Delta Epsilon (Economics National Honor Society), Pi Sigma Alpha (National Honor Society in Political Science), Phi Alpha Theta (International Honor Society in History), Pi Delta Phi (National French Honor Society), Sigma Delta Pi (National Spanish Honor Society), Phi Lambda Beta (Portuguese National Honor Society), and Dobro Slovo (National Slavic Honor Society).

The School’s three-semester requirement in history plus one additional course in this discipline are sufficient for eligibility for Phi Alpha Theta. Advanced placement credit in history does not qualify a student for Phi Alpha Theta, for which you must have completed a minimum of four college-level courses in history. Eight political science courses (which may include those required for the SFS Core), establish eligibility for Pi Sigma Alpha.

For detailed information about each of the honor societies open to School of Foreign Service students, please see the section “Honors and Awards” in this Bulletin. The foreign language honor societies are listed under “Awards of the Faculty of Languages and Linguistics.”

FELLOWSHIPS, SCHOLARSHIPS, AND PRIZES

Students from the School of Foreign Service are very successful competitors for a variety of post-graduate fellowships and scholarships, including the DAAD, Fulbright, Luce, Marshall, Mellon, Rhodes, and Truman. For more information, please refer to the Georgetown Office of Fellowships, Awards, and Research website at http://gofar.georgetown.edu.

The following fellowships and awards are administered through the School of Foreign Service.
Circumnavigators Club Fellowship

The Circumnavigators Club Foundation sponsors a special fellowship for a 90-day summer research trip around the world. Interested students compete for these awards during their junior year by submitting project proposals and defending them during an interview.

China Studies Fellowships

Under a 1980 agreement between Georgetown University and National Chengchi University of Taiwan, six China Studies Fellowships, including tuition, room, and board, may be awarded to undergraduates, graduating seniors, and graduate students with advanced Chinese language ability to pursue study at National Chengchi University. Information on these fellowships may be obtained through the Asian Studies program.

Junior Fellows in Diplomacy

Two Junior Fellowships in Diplomacy are awarded annually to School of Foreign Service seniors who work on individual research and writing projects under the guidance of resident associates of the Institute for the Study of Diplomacy. Research and essay topics focus on themes consistent with the Institute’s mission, to examine the process, conduct, and environment of diplomacy and the personal qualities required of an effective diplomat. Successful applicants register for a three-credit tutorial as part of their normal schedule of courses and receive a grant of $3,000 each.

The DACOR Fellowship

Established by Diplomatic and Consular Officers Retired (DACOR), this fellowship is awarded each year to an outstanding member of the graduating class who wishes to pursue advanced study in international relations at an institution of higher learning in the United States.

Horace Porter Travel Grants

The Horace Porter Endowment Fund was established to honor the late Horace Porter, U.S. Ambassador to France (1897-1905) by Col. and Mrs. Henry McHarg and Mr. Horace P. Mende. The Porter Fund values research in issues in international affairs likely to be more important or more critical in the next several years than at present and what the United States or other countries or international organizations could do to influence that issue. The Porter Fund provides three travel grants up to $1,000 and is administered by the Institute for the Study of Diplomacy.

CERTIFICATES AND PROGRAMS

Certificate Programs mark secondary levels of concentration within the bachelor’s degree. They are strictly optional and are awarded only in conjunction with the undergraduate degree. Certificate programs should be viewed as means for focusing interests and structuring elective course work. While a certificate program might require a student to select an advisor from its
faculty, the student should also discuss the certificate, and its role within the general bachelor’s program, with his or her advising dean. Students may present themselves as candidates for no more than ONE certificate and only ONE will be listed on the transcript.

The certificates in African Studies, Arab Studies, Asian Studies, Australian and New Zealand Studies, European Studies, Islam and Muslim-Christian Understanding, Jewish Civilization, Latin American Studies, Religion, Ethics and World Affairs, and Russian, Eurasian and East European Studies are affiliated with centers within the School of Foreign Service that sponsor research and, in some cases, graduate study. A list of certificates and programs recognized by the School is given below. Please see the SFS website for details.

- Certificate in African Studies
- Certificate in American Studies (available to students in the School of Foreign Service in Qatar)
- Certificate in Arab Studies
- Certificate in Arab and Regional Studies (available to students in the School of Foreign Service in Qatar)
- Certificate in Asian Studies
- Certificate in Australian and New Zealand Studies
- Certificate in Classical Studies
- Certificate in Eurasian, Russian and East European Studies
- Certificate in European Studies
- Certificate in International Business Diplomacy
- Certificate in International Development
- Certificate in Islam and Muslim-Christian Understanding
- Certificate in Jewish Civilization
- Certificate in Justice and Peace
- Certificate in Latin American Studies
- Certificate in Media and Politics (available to students in the School of Foreign Service in Qatar)
- Certificate in Medieval Studies
- Certificate in Religion, Ethics, and World Affairs
- Certificate in Social and Political Thought
- Certificate in Women’s and Gender Studies
- Fellowship in Global Business

TUTORIALS

Tutorials offer students special opportunities to study subjects that are not part of the regular curriculum. Usually, tutorials involve one student and one faculty member, although occasionally a group of two or three students will band together to pursue a subject of common interest. Normally, tutorials are given by full-time faculty members to full-time students in good academic standing. Tutorials represent a teaching overload for professors, so students cannot expect that faculty members will necessarily agree to offer tutorials at their convenience. Tutorials should represent an intellectual commitment and workload similar to that required of a normal three-credit course. As a rule, students take no more than two tutorials in the course of
their undergraduate careers, although the special arrangements in place for honors in some SFS majors might fall outside this guideline.

Students in the School of Foreign Service interested in setting up a tutorial must meet five conditions: 1) the subject of the tutorial is not available as a regular University course; 2) there is an intellectually compelling reason for studying this subject as part of the undergraduate degree; 3) a faculty member with the appropriate expertise is available and willing to offer the tutorial; 4) the Department chair and the director of the undergraduate program, approve the request; 5) the appropriate paperwork is submitted to the Dean’s Office in a timely fashion (note: forms to request approval for tutorials are available in the Dean’s Office). Any tutorial that is approved as a substitute for a Core or major requirement must be taken for a quality grade (A through D). Tutorials that are taken for elective credit may be taken for a quality grade or on a pass/fail basis. Credits for tutorials cost the same as regular course credits. All the academic regulations governing the regular curriculum are applicable to tutorials. Tutorials come in two varieties, reading courses and research tutorials:

- Reading courses usually focus on mastering the scholarly literature on a particular subject. For example, a reading course on the origins of the French Revolution might focus on the major historiographical interpretations of the Revolution as well as on critiques of this literature. The backbone of any reading tutorial is a substantial reading list put together with the help of the supervising professor. The tutorial would meet weekly or biweekly and stress discussion of the readings for that period. A variety of written assignments could be an appropriate means of assessment, including, for example, bibliographical essays, critical reviews, or analyses of one or more problems raised by the literature.

- Research tutorials focus on the collection and analysis of primary materials in the form of a major research paper. In framing a project, guidance should be sought from the professor. The most typical flaw in undergraduate research projects is overestimating the amount of material that one can reasonably digest in a single semester or choosing a subject on which necessary data is unavailable. Research tutorials meet weekly or as the pace of the project demands. The final papers vary in length according to the subject, but a 25-page minimum would be typical for the social sciences.

Please note: the material addressed in both reading courses and research tutorials should be defined in a way that allows you to finish all work for the tutorial by the end of the semester. Incompletes are not routinely granted for tutorials.

STUDYING ABROAD

The School of Foreign Service strongly believes that a period of study in another country can contribute an invaluable intercultural dimension and language-learning opportunity to the educational preparation of all who aspire to international careers. Students are, therefore, encouraged to develop appropriate plans for foreign study in conjunction with their educational program at the School. In most cases students must be fully enrolled in a recognized foreign university and studying in the native language with students of the host country. Such direct matriculation puts a premium on post-advanced knowledge of the appropriate foreign language and is most feasible in countries in which French, German, Italian, and Spanish, Portuguese (or
English) are the languages of instruction. A number of modified options are available in Arabic, Chinese, Japanese, and Russian-speaking parts of the world. These combine a heavy emphasis on language acquisition with a limited selection of coursework in English, often with a regional focus. The Office of International Programs developed a range of study abroad programs that meet other needs, including intensive language study of French and Spanish.

One of the most important issues to address in terms of study abroad is how the course work taken abroad will or will not contribute to one’s progress towards the BSFS degree, especially the requirements for the major. This is a subject for careful planning and consultation with the curricular dean responsible for coordination of the major. The deans bear final responsibility for crediting course work taken abroad towards degree requirements.

- Participants must be full-time students while overseas, unless their dean has given preapproval for a reduced course load. A full course load is considered to be the same as that of a regular full-time degree candidate at the host university, as detailed on the Program Information Sheet. Recreational travel must not interfere with regularly scheduled classes. Students take the regular exams normally administered to degree students at the host university. All course assignments and examinations must be completed by the time of departure from country at the end of the academic year.
- The student code of conduct applies to students while overseas.
- Participants are expected to comply with the laws of the country where they are studying and those of the countries in which they travel. Students are also subject to all academic and disciplinary regulations of the host university. While overseas, students should conduct themselves as guests, keeping in mind that they are subject to all the laws of the country while not necessarily enjoying the same privileges as nationals. Georgetown University students are expected to remain observers of political activities rather than participants. Becoming a political activist may endanger one’s safety or that of one’s colleagues in the program, and will almost certainly jeopardize the program itself.
- Students are expected to complete their language proficiency requirement before being approved for study abroad at an English language site, unless a student has received explicit approval from the SFS Standards Committee. Any exceptions must be requested well in advance of any study abroad deadlines. Students should work with their deans to initiate the process of seeking an exception.

For more detailed information on overseas study for undergraduate students in the School of Foreign Service, see the website.

ACCELERATED BACHELOR/MASTER DEGREE PROGRAMS

The School of Foreign Service and the Graduate School of Arts and Sciences sponsor several accelerated bachelor’s/master’s programs for those qualified students who plan to continue their professional education in international affairs at the graduate level and desire to complete the two degrees in approximately five years. Students with appropriate undergraduate course work can count graduate level courses toward the 40 courses, 120 credits required for the undergraduate degree. Some of the graduate programs may permit appropriate courses beyond those required for the undergraduate degree to be applied toward the master’s degree within limits set by policy.
and with explicit approval of the particular master’s program, the BSFS Program, and the Graduate School.

Third year students in the School of Foreign Service who have maintained an honors average (3.500 or better) are eligible to apply to one of the seven multidisciplinary master’s degree programs within the University:

- Master of Arts in Arab Studies
- Master of Arts in German and European Studies
- Master of Arts in Global, International, and Comparative History
- Master of Arts in Latin American Studies
- Master of Arts in Russian, Eurasian, and East European Studies
- Master of Arts in Security Studies
- Master of Science in Foreign Service

Admission for the accelerated degree programs is highly competitive. Applicants must satisfy all application procedures as outlined by the Graduate Admissions Office. Successful applicants matriculate fully into the graduate program in the fourth year and graduate with the Bachelor’s Degree upon completion of all undergraduate degree requirements. Please see the Graduate School of Arts and Sciences Catalog for information and requirements of the Masters programs. Undergraduates can contact Dean Murphy in the Bachelor of Science in Foreign Service Dean’s Office for more details.

ACADEMIC POLICIES AND PROCEDURES

The School of Foreign Service operates within the parameters of the general academic policies shared by all undergraduate schools of the University which are outlined in the Bulletin under “Academic Regulations.”

Regulations particular to the School of Foreign Service include, but are not limited to:

1. Students must complete a minimum of six semesters of university study, four of which must be full-time and in residence in the School of Foreign Service. A minimum of 60 credits must be completed in residence. Semesters are defined as fall and spring semesters (not summer). Study abroad at one of Georgetown’s campuses (SFS-Qatar, Villa le Balze, or McGhee Center) counts toward the residency requirement.
2. Students are required to complete at least half of the coursework for a SFS major at Georgetown. Transfer credit for courses (including Study Abroad courses and non-GU summer courses) in excess of half of a major will be counted as free electives toward the degree.
3. Undergraduate students are expected to be full-time. Seniors who have met all residency requirements may be part-time in the final semester. Students with compelling academic reasons, prior to the final semester, may petition the Academic Standards Committee for part-time status.
4. Courses that fulfill Core Curriculum, Major, or Certificate requirements or are part of the sequence of language courses taken to prepare students to attain the Foreign Language
Oral Proficiency requirement (or additional language proficiency certifications) must be taken for a letter grade.

5. Audited courses do not count toward the BSFS degree.
6. With the exception of summer school courses listed in the usual departments of the four undergraduate schools on campus (College, SFS, MSB and NHS), SFS students may not enroll in courses offered through the School of Continuing Studies for its various degrees, certificates, and special programs.

7. All students are required to maintain continuous enrollment in a foreign language course each semester until or unless they have fulfilled the Foreign Language Oral Proficiency requirement.
8. Students that can meet the Foreign Language Oral Proficiency requirement with their native language must have this requirement confirmed by the appropriate language department in their first academic year.
9. All students are expected to complete the Foreign Language Oral Proficiency requirement prior to overseas study if they plan to study at an English language site or a site in a language other than the one they are pursuing to fulfill the Oral Proficiency requirement.
10. No more than four courses may be taken in summer school away from Georgetown in the course of completing the BSFS degree. Prior approval for such courses must be obtained from the SFS Dean’s Office.
11. Students on elective leave of absence may not transfer credit for courses taken elsewhere during their leave. In rare circumstances, such as medical leaves of absence, and with written approval of the Dean’s Office prior to the leave, students may be allowed to transfer a limited number of courses.
12. Any student with more than one incomplete course in a given term who is unable to complete his or her work by the start of the next term may not begin new courses without formal review and consent of the student’s Dean. The student may be directed to take a leave of absence or may be directed to enroll in a partial schedule in the subsequent term.
13. All seniors are required to complete a Senior Review during the penultimate semester to obtain confirmation of final degree requirements and to apply for the degree. Failure to apply for the degree by the designated deadline may necessitate the postponement of graduation.
14. Students must declare their intended major via the BSFS major declaration process in the stipulated time frame or be subject to academic sanctions.

ACADEMIC PERFORMANCE AND REVIEW

At the conclusion of each semester, the Committee on Academic Standards (Standards Committee) convenes to review the academic records of all undergraduates in the School of Foreign Service. The Standards Committee is comprised of the BSFS Associate and Assistant Deans. The Standards Committee meets in closed session and the Committee’s decisions are communicated to students in writing.

Academic infractions that require action by the Standards Committee include:

- Low cumulative and/or semester grade point averages
• Unsatisfactory grades (D+ and below)
• Failures (including a grade of U in Map of the Modern World)
• Failure to enroll in required classes or make progress toward the degree
• Failure to enroll in a foreign language if the proficiency requirement is not completed
• Patterns of course withdrawals
• Unauthorized Incomplete Courses (which are treated as failing grades)

Academic Sanctions

The Standards Committee has authority to impose sanctions on students whose academic performance is deemed deficient. Sanctions reflect the nature of the academic deficiencies they aim to address. The Standards Committee may recommend one of four courses of action: probation, final probation, suspension, or dismissal.

Probation

Students who fail a course or who earn a semester or cumulative GPA below 2.50 are automatically placed on probation. While on probation, students are expected to maintain a semester GPA of 2.50+ as a full time student in twelve credit hours. No notation of academic probation is made on the transcript.

Final Academic Probation

Students who fail multiple courses, fail courses while on academic probation, or do not maintain a semester or cumulative GPA of 2.50, may be placed on final academic probation. In addition to meeting the requirements for probation, students may be required to meet additional conditions deemed necessary by the Standards Committee. Students who fail to meet final probationary requirements may face suspension or dismissal from the university. No notation of final academic probation is made on the transcript.

Suspension

Students may be suspended for one or more semesters because of unsatisfactory academic performance. The length of the suspension is determined by the Standards Committee. The committee may also impose requirements for readmission to SFS. Students who are suspended may not transfer credits to Georgetown earned elsewhere during the suspension period. Academic suspensions are noted on the transcript.

Dismissal

Students may be dismissed from the university because of unsatisfactory academic performance. In cases of dismissal, students are permanently separated from Georgetown. Dismissed students may not register for or attend classes, attempt to complete a Georgetown degree, live in a residence hall, or participate in any activities reserved for students in good standing at Georgetown. Academic dismissal is noted on the transcript.
In some cases, the Standards Committee may offer a student the opportunity to take a leave of absence or withdraw from the University in lieu of imposing a sanction. In making its deliberations, the committee considers the entire student academic record and patterns therein.

Students who are suspended or dismissed may appeal the decision of the Standards Committee by petitioning the School of Foreign Service Appeals board.

The SFS Appeals Board consists of two members of the Faculty and the director of the BSFS Program, or his/her designate, who serves as Chair. No member of the Faculty may sit on the Appeals Board if he/she has at any time failed the student who is appealing.

It should be emphasized that the Appeals Board is an educational hearing board and not a court of law. Its purpose is twofold:

1. It considers the student’s record in light of the decision of the Standards Committee and accepts any evidence of extenuating circumstances which would warrant the Board to recommend a change in the Standards Committee decision.
2. It assures the student an opportunity to appear before an impartial board composed of members who are unrelated to the student’s academic background.

The student must submit a written request for an appeal of the initial decision to the Chair of Academic Standards within the timeline specified by the Standards Committee. The student is expected to present evidence to the Appeals Board that demonstrates cause for amending the initial decision. Students may appear in person to support their case. One character witness may provide a written statement in support of the appeal or the character witness may testify to the Appeals Board.

The Appeals Board deliberates in closed session. The Board may recommend upholding the Standards Committee’s initial decision or it may recommend a mitigation of the decision, e.g., instead of dismissal, a suspension; instead of suspension, final probation. The Appeals Board may not recommend a more severe judgment. The Board’s decision is considered final and is not subject to further appeal. The final decision of the Appeals Board is communicated to the student in writing.
McDonough School of Business

David A. Thomas  Dean
Luc Wathieu      Deputy Dean
Norean R. Sharpe Senior Associate Dean, Director of Undergraduate Programs
Patricia J. Grant Associate Dean, Undergraduate Programs
Monija Amani    Assistant Dean
Daniela Brancaforte  Assistant Dean
Rebecca Cassidy  Assistant Dean, Director of Office of Professional Development
Deborah Coburn  Assistant Dean
Steve D. Mobley, Jr.  Associate Director
Stephanie Rufino  Director of Special Projects
Michelle Sheahan  Associate Director
Laura Soerensson  Senior Associate Director

APPROACH AND PURPOSE

Georgetown University’s McDonough School of Business was founded more than fifty years ago by Father Joseph Sebes, a professor in the School of Foreign Service, who believed that an understanding of commercial markets was essential to worldwide political stability. The school was named for alumnus Robert Emmett McDonough, a major benefactor.

Students in the McDonough School of Business are held to a high standard of academic integrity and are expected to display excellence in character, as well as intellect. Faculty members foster an environment for learning by selecting techniques that challenge students to take an active role
in the education process. Faculty are extremely engaged, bringing their research into the classroom and involving students in their scholarly pursuits, as well as exposing them to practical aspects of the business world.

The McDonough School of Business combines core requirements in business and liberal arts to provide students with a strong foundation in critical thinking and reasoning. During the first and second years, the primary academic emphasis is on the liberal arts core. Students complete courses in subjects, such as English, philosophy, theology, and history, while beginning the business coursework and taking courses in accounting, marketing, finance, business statistics, operations, and economics. In their junior and senior years, students complete coursework in their major. McDonough strongly supports students who would like to choose a minor in one of the nearly 50 liberal arts disciplines in the College. This blend of wide-ranging liberal studies and business courses creates opportunities for students to pursue diverse areas of interest.

Students are encouraged to take advantage of Georgetown’s location in the nation’s capital to pursue internships in private industry, government, or non-profit organizations. Students have many opportunities within McDonough and the larger university community to serve other students and the community. The Undergraduate Program Office works closely with students to select courses and co-curricular activities that closely match their personal educational goals, while still meeting the McDonough’s degree requirements.

The McDonough School of Business opened the doors of its new state-of-the-art building in 2009. With a stunning glass pavilion, wireless classrooms, and a unique colloquium space, the building is designed to facilitate maximum interaction between students and faculty. The new building is located at the center of Georgetown’s campus, signaling McDonough’s historical roots within the Georgetown community, as well as its current identity—a premier business school dedicated to shaping global business leaders.

**PROGRAMS**

The baccalaureate program is accredited by the Association to Advance Collegiate Schools of Business (AACSB). McDonough offers the Bachelor of Science in Business Administration with six areas of major study.

**ACCOUNTING**

The major in accounting includes required courses in financial and managerial accounting, and electives in more specialized courses including financial statement analysis, auditing, and taxation. The program includes tracks for accounting majors who plan to become practicing accountants or auditors and for accounting/finance double majors who plan to work in the securities industry. The major provides an excellent foundation for graduate study in business law, tax law, and economics. Graduates have pursued careers with a wide variety of organizations, including public accounting firms, not-for-profit and government agencies, corporations, investment banks, hedge funds, and private equity firms.
FINANCE

The finance major provides a comprehensive background in the areas of corporate finance, investments, international finance, and financial institutions in a global environment. Elective courses are offered in specialized fields such as investment banking, derivatives, fixed income, real estate finance, corporate governance, and financial statement analysis. Many finance graduates accept positions with top investment banks and leading commercial banks. Other finance graduates accept employment in corporate and government financial management or consulting. Finance majors are also well-prepared for graduate study in business, finance, or law.

INTERNATIONAL BUSINESS

A major in international business prepares students to understand and apply business skills in accounting, finance, management, marketing, and operations in a cross-cultural and global context. Students gain competence in conducting business within and between markets and in understanding the environmental forces and policies that shape them.

Students who major in International Business choose between two major options. Option 1: International Business Regional Studies gives students the opportunity to focus on the politics and economics of a particular geographical region. Option 2: International Political Economy and Business provides a global perspective on international business and trade.

MANAGEMENT, LEADERSHIP, AND INNOVATION

The Management, Leadership, and Innovation (MLI) major is an interdisciplinary major grounded in the organizational, social, and behavioral sciences. MLI courses draw on theory from these disciplines and a wide variety of practical and experiential approaches. The major’s goals are to help students develop the managerial, interpersonal, organizational, communication, analytical, and diagnostic skills necessary to succeed in a wide variety of industries and occupations. In addition, the MLI major helps students to work and lead effectively in increasingly diverse organizations; think creatively, act entrepreneurially, and innovate effectively; develop skills in managing human and social capital; understand the ways in which individuals, groups, and organizations change; and communicate effectively. The MLI major prepares students for a wide range of job opportunities in management consulting firms, innovative and entrepreneurial ventures, for-profits and non-profits, and any organization where excellent teamwork and strong interpersonal, analytical, and communication skills are critical success factors.

MARKETING

Marketing identifies customers’ needs and desires and then delivers and/or develops products and services that bring value to these needs and desires. Thus, marketers create value for the customer and firm, communicate that value to constituents, deliver value through proper channel alignment, and capture that value in a manner that fairly serves the customer and profits the firm. These activities apply to the non-profit world as well. Marketing majors study topics such as marketing management and strategy, marketing research, product development and management,
brand management, touchpoint and channel management, integrated marketing communications, pricing models, and global marketing.

**OPERATIONS AND INFORMATION MANAGEMENT**

Recent shifts in product and service markets have resulted in an unprecedented demand for professionals who can successfully apply central principles of operations and technology management. The Operations and Information Management major provides students with the necessary analytical and technological skills to analyze problems and devise innovative and practical solutions. Students have the option of two tracks: Operations, Analytics, and Systems or Managerial Computing. Graduates with the OPIM major pursue careers in consulting, investment banking, market research, and management positions that require a combination of quantitative skills and knowledge of business processes.

**INDIVIDUALIZED MAJOR**

An individually tailored program may be developed for students whose career goals and objectives are not easily met by one of the standard majors.

The student who chooses the individualized major should select a faculty member who, in consultation with the student, will chart a course of study including relevant business and other courses in the University that would best meet the student’s needs.

The proposed individualized major should be submitted in writing to the Director of the Undergraduate Program with both the student’s and faculty member’s signatures and, if approved, placed in the student’s file. All amendments to the major should also be submitted in writing and approved by the Director of the Undergraduate Program.

**FIVE-YEAR BSBA/MSFS PROGRAM**

The McDonough School of Business and the Graduate School of Georgetown University offer a five-year BSBA/MSFS (Bachelor of Science in Business Administration/Master of Science in Foreign Service) Program. Third-year students in the McDonough School of Business who have maintained an honors academic average are eligible to apply to the Master of Science in Foreign Service. Successful applicants matriculate fully into the graduate program in the fourth year and receive the BSBA and MSFS degrees simultaneously upon completion of the fifth year of coursework (selected courses must satisfy the divisional and elective requirements of both programs). Admission to the BSBA/MSFS Program is competitive and students must satisfy all published application procedures for the Graduate School and MSFS except the Graduate Record Examination (GRE). Applicants must meet with an advisor in the Undergraduate Program Office and an MSFS Admissions staff member prior to submitting an application to determine suitability for the program. These meetings should occur no later than the first semester of the sophomore year.
To be competitive, BSBA students should have a 3.7 cumulative GPA, substantial study abroad experience, work and/or internship experience connected to international affairs, and advanced proficiency in a foreign language.

**CREDIT FOR ROTC COURSES**

Business students who participate in the Reserve Officer Training Corp (ROTC) program may receive up to a maximum of 12 credits of Military Science courses applied to the bachelor of science degree in business. This policy is uniform with regard to Army Military Science offered on the main campus of Georgetown University and Naval Science offered at The George Washington University (and would be applied to Air Force at Howard University in the event there is a degree candidate in McDonough in the future). Courses offered at 3 credits will be applied first, and courses offered at less than 3 credits may be allowed up to the limit of 12 credits total. All 12 credits may contribute to the 120 credits required for the degree.

**PREPARATION FOR GRADUATE AND PROFESSIONAL SCHOOLS**

Although the majority of the McDonough School of Business graduates begin their professional careers immediately after graduation, a number of graduates elect further education, generally in law and, after some work experience, in business. McDonough graduates have been highly successful in gaining admission to many of the nation’s top MBA and law programs. Georgetown makes every attempt, through its curriculum and advising system, to provide its students with the best possible preparation for further study.

**PRE-LAW PREPARATION**

While there is no “pre-law concentration,” the McDonough School of Business curriculum provides an excellent opportunity to develop the analytical, verbal, and writing skills necessary for success in the legal profession. In particular, Taxation I and II and Business Law I and II provide exposure to law and legal analysis. The student’s elective courses also can be used to enroll in relevant courses in other schools of the University. For example, courses in English, government, ethics, and logic, among others, may be elected to round out a stimulating pre-law program.

Students contemplating such programs should consult closely with the advisors in the Undergraduate Program Office, with the “pre-law” faculty advisor in McDonough, and with the “pre-law” advisor at the Career Education Center.

**CAREER ADVISING**

The Undergraduate Office of Professional Development (OPD) works in tandem with the Career Education Center to provide a continuum of professional and career advising throughout the student’s undergraduate career. OPD works to enhance classroom learning with co-curricular and extra-curricular career development activities to help students compete in a variety of industries. This includes programming such as one-on-one coaching, workshops, panels, career treks, and coaching for students pursuing internships and full-time employment. The
programming is within the context of Georgetown's commitment to educating and caring of the whole person - cura personalis - which encourages focus on each student's unique strengths. Students learn the tools, skills, and knowledge needed to effectively improve the management of organizations.

**LEARNING GOALS FOR UNDERGRADUATES AT MCDONOUGH SCHOOL OF BUSINESS**

The mission of the McDonough School of Business is to educate students to be ethically responsible and effective global business leaders. Our goal is that students be able to improve the management of existing organizations and create new ones in order to responsibly help raise global standards of living. The learning goals focus on business knowledge; management, analytical, and communication skills; and unique Georgetown perspectives.

**Business Knowledge and Analytical Skills**

**Learning Goal**

Our graduates will have the knowledge and the analytical, management, and quantitative skills necessary to advance organizations and improve their performance.

**Learning Outcomes**

Our students will master the key frameworks, models, and skills that reflect the body of knowledge in their major, and will apply discipline-based habits of analytical thinking to problems and opportunities.

Our students will be skilled in the analysis of both qualitative information and quantitative data. They will be able to frame problems, apply appropriate analytical techniques, and draw valid conclusions and recommendations.

**Ethical and Social Justice Perspective**

**Learning Goal**

Our graduates will develop an understanding of business that reflects the moral responsibility of management to all relevant stakeholders and the natural environment.

**Learning Outcomes**

Our graduates will understand the cultural and ethical complexities of conducting business on a global scale and be able to suggest appropriate courses of action.

Our students will understand how to integrate the Jesuit ideal of “service to others” in their leadership and business practices.
Our students will understand the importance of and techniques for measuring the impact of firms on people and their natural environment.

**Global Perspective**

**Learning Goal**

Our graduates will develop a global and multicultural perspective on the business enterprise and acquire the leadership skills necessary to be a successful leader in a global organization.

**Learning Outcomes**

Our students will learn about the ways national culture, law, and other social structures affect organizations and the ways that organizations affect their host countries.

Our students will develop the skills and perspective needed for effective leadership in a multicultural environment.

Our students will learn to apply the analytical content of their major in an international setting.

**Communication Skills**

**Learning Goal**

Our graduates will be able to communicate effectively in a variety of settings to advance organizational objectives and to meet challenges.

**Learning Outcomes**

Our students will be able to synthesize and summarize information and to professionally communicate their analyses, arguments, and recommendations to a variety of audiences.

Our students will be skilled in written, oral, and visual communication and will be able to effectively choose communication methods that are appropriate to the topic, objective, and setting.

**DEGREE REQUIREMENTS**

Graduation and the awarding of the BSBA degree is dependent upon satisfactory completion of the following:

1. A minimum of 120 semester hours;
2. Successful completion of 40 courses of three or four credits (6-credit language courses count as two courses);
3. A final cumulative grade point average of 2.00 or higher;
4. Completion of the Liberal Arts Core requirements;
5. Completion of McDonough’s Core requirements;
6. Selection and completion of a major and its listed requirements;
7. Completion of free electives as needed to satisfy the 40 course requirement.

**Note:** The final transcript of graduates includes the listing of all majors and minors, as well as final GPA. Once a degree is conferred, additional coursework taken as a special student at Georgetown or elsewhere may not be applied to an incomplete major or minor.

**CREDIT AND WITHDRAWALS/TUITION REFUNDS FOR 1.5-CREDIT COURSES**

**Tuition Refunds**

Should a student withdraw from a 1.5 credit course and drop below 12 credits, credit for tuition will be calculated from the date the Senior Associate Dean is notified according to the following percentages:

- 1st week: 100%
- 2nd week: 80%
- 3rd week: 70%
- 4th week: 50%
- 5th week: 40%

**Withdrawal from a Course**

To withdraw from a course a student must submit an official request to the Undergraduate Program Office. If a student does not complete a course for which the student is registered and from which the student has not officially withdrawn, a failure will be recorded for that course. The withdrawal period for 1.5-credit courses will last 5 weeks into the course (one-half the length of a withdrawal period for a 3-credit course). Courses dropped through this withdrawal period will be shown on a student's record with a 'W' grade. No student at any time may withdraw from courses to the point of becoming a part-time student (i.e., registered for eleven or fewer credits) without the permission of the Senior Associate Dean.

**Enrollment and Add/Drop Period**

We recommend the following guidelines for students enrolling in 1.5-credit courses:

- Students should take the equivalent of five 3-credit courses, if they want to enroll in one 1.5-credit course. (This will allow them to remain as a full-time student if they drop or withdraw from a course.)
- Students should take the equivalent of four 3-credit courses, if they want to enroll in two 1.5-credit courses. (This will allow them to remain as a full-time student if they drop or withdraw from a course.)
- The add/drop period for 1.5-credit courses is the first week of class (two class sessions) for both halves of the semester to allow students to make changes to their schedule without academic or financial penalty.
Given that two 1.5-credit courses are needed to count as one, 3-credit course, students are encouraged to enroll in two 1.5-credit courses within one academic year.

In addition, students are not permitted to take more than two 200-level 1.5 credit courses each semester. Students who take two such courses in a semester must take one in each quarter.

**FIRST YEAR SEMINAR: INTERNATIONAL BUSINESS, PUBLIC POLICY, AND SOCIETY**

The First Year Seminar (FYS) is an exciting way for first-year business students to explore the nature of scholarship, think about important ideas in business, and foster intellectual and personal growth while adapting to the rigor of college-level courses. The program offers small seminars (approximately 20 students) that create a supportive learning and service community. Throughout the program, students strengthen critical academic reading and writing skills necessary for success in college and explore intellectual links to a variety of business disciplines, including global public policy.

An integral part of the FYS is the case competition, which challenges students organized as teams to develop a business solution for strategic problems and issues facing a nonprofit organization in Washington, D.C. Faculty and advanced undergraduates coach each team, and the finalists present their strategic recommendations to executives at the client organization.

Students in FYS meet several times during the semester to hear lectures by external experts and members of the world-class faculty at Georgetown’s McDonough School of Business, who will illustrate how scholarly research in the different fields can inform important questions in international business, public policy, and society. At least one of these lectures will be delivered by the head of the client organization of the program’s case competition.

**ENTREPRENEURSHIP FELLOWS PROGRAM**

The Entrepreneurship Fellows Program (EFP) was designed specifically for undergraduate students with an interest in further exploring entrepreneurship. Through a combination of coursework and co-curricular activities, students develop the tools and mindset needed to launch a venture and to succeed in an entrepreneurial environment. EFP will help students understand his or her own personal entrepreneurial aptitude, learn lessons from entrepreneurial mentors and faculty, bond with their entrepreneurial peers and experienced mentors, and be equipped to pursue an entrepreneurial career in either new or existing organizations.

**Requirements**

An undergraduate student in any of the four undergraduate schools at Georgetown can complete the program by doing the following:

1. Complete the STRT-280: Foundations of Entrepreneurship course (3 credits)
2. Complete the STRT-295: Launching the Venture course (3 credits)
3. Complete the MGMT-208: Entrepreneurial Practicum, (3 credits)
4. Complete either the ACCT-001 or 101 course (3 credits)
5. Compete in the Start Up Hoya Challenge business pitch competition

Students are invited to apply to the program during the first semester of their sophomore year. Once admitted to the program, students will begin their studies with STRT-280 as early as the spring of their sophomore year. There is some flexibility in scheduling these courses to allow for students who spend a semester abroad to complete the program. However, STRT-295 is a prerequisite for MGMT-208 and must be completed at some point during the junior year.

THE CORE REQUIREMENTS

The Liberal Arts Core and the McDonough School of Business Core requirements are as follows:

**University Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy/Ethics</td>
<td>2</td>
</tr>
<tr>
<td>Theology</td>
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</table>

**Liberal Arts Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td>Mathematics (Calculus)</td>
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</tr>
<tr>
<td>History/Government/Classics</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

**Business Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I and II</td>
<td>2</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Business Law I or Business Government Relations</td>
<td>1</td>
</tr>
<tr>
<td>Computational Business Modeling</td>
<td>1 (credit)</td>
</tr>
<tr>
<td>Management Science</td>
<td>1</td>
</tr>
<tr>
<td>Management and Organizational Behavior</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>1</td>
</tr>
<tr>
<td>Business Financial Management</td>
<td>1</td>
</tr>
<tr>
<td>Production and Operations Management</td>
<td>1</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>1</td>
</tr>
<tr>
<td>Social Responsibility of Business</td>
<td>1</td>
</tr>
</tbody>
</table>

**Economics Requirement**

The economics requirement is fulfilled by completing Principles of Microeconomics and Principles of Macroeconomics (ECON-001, ECON-002). McDonough students with a score of 4 on both exams (Macro and Micro) are encouraged to take ECON-003 and one additional ECON course (either ECON-101, 102, 103, or 104), instead of ECON-001 and 002, to complete their one year of required economics. These courses must be completed by the end of the second year.
For a score of 5 on the Microeconomics exam, the student will receive three credits for ECON-001 (Principles of Microeconomics). For a score of 5 on the Macroeconomics exam, the student will receive three credits for ECON-002 (Principles of Macroeconomics). Students with a score of 5 on both of the AP exams may proceed to upper level courses and cannot take any of the principle courses (ECON-001, 002 and 003). Students with a score of 5 on only one of the AP exams normally take the opposite principles course. If the student takes ECON-003 (Principles of Economics: Macro and Micro), they will forfeit the AP credit in economics.

**Writing Requirement**

The writing requirement is fulfilled by first completing WRIT-015: Writing and Culture Seminar, followed by a Humanities: Arts, Literatures and Cultures (HALC) course and Integrated Writing (IW) course. Writing is the primary basis upon which your work, learning, and intellectual ability will be judged. Through this writing requirement, each student will be challenged to enhance their oral and written skills.

The HALC courses will provide an interdisciplinary backdrop for exploring literary works, as well as artistic and cultural expressions.

Students with appropriate AP credit may begin with a HALC course which will complete their requirement.

The Integrated Writing requirement is completed as part of the major. Integrated Writing courses focus on writing styles that are specific to the discipline, including, in many cases, translating expert knowledge for non-expert audiences. Students in the McDonough School of Business may satisfy this requirement by enrolling in a First Year Seminar or business communications courses.

**Mathematics Requirement**

The mathematics requirement is four hours at the calculus level or above and must be completed by the end of the first year. Normally this requirement is satisfied by completing Calculus I (MATH-035). Adequate preparation for a calculus course normally requires four years of high school mathematics, including one-half year of trigonometry. Students who are deficient in mathematical skills will be required to take Calculus with Review (MATH-029) before Calculus I (MATH-035). Calculus with Review will fulfill one liberal arts elective requirement. Students who desire to take more advanced mathematics courses may do so provided they have sufficient background.

**Philosophy Requirement**

To fulfill the philosophy requirement, all students must take two courses: one in general philosophy and one in ethics. The first course must be an introductory course and the second may be an introductory or “bridge” course in philosophy. See department course listing for further details.
Theology Requirement

Two semesters of theology are required of all students for graduation. To fulfill this requirement, students may complete any two introductory courses offered by the Theology Department (THEO-001–099). “The Problem of God” (THEO-001) or “Introduction to Biblical Literature” (THEO-011) should be the first theology course taken.

History/Government/Classics/INAF Requirement

Students may choose any two introductory courses from the Departments of Government, History, or International Affairs (INAF), or choose from among certain history-based classics courses offered by the Classics Department. Any classics course taken to fulfill this requirement must be approved by the Undergraduate Program Office prior to registration for the course. The course must have sufficient historical content to meet this requirement.

Liberal Arts Electives

The seven electives required to complete the liberal arts core may be taken in any liberal arts area offered by the University. Please note: You may apply up to two ECON courses towards your seven liberal arts electives. STIA courses do not count as liberal arts electives.

Free Electives

Free electives may be completed in either liberal arts fields or in business studies. Only free electives may be taken pass/fail.

GUIDE TO COURSE SCHEDULING

The normal course load in The McDonough School of Business is five courses per semester. Special permission is required to take fewer than four or more than five courses per semester; students should discuss program implications with the Undergraduate Program Office.

To satisfy the twelve-course business core requirement, all students should complete Accounting I, Computational Business Modeling, and Business Statistics the first year. During the second and third years, all students must complete the following: Accounting II, Business Law I (or Business Government Relations), Organizational Behavior, Principles of Marketing, Management Science and Business Financial Management. During the third year, students should complete both Strategic Management, and Productions and Operations Management. Finally, during the fourth year, students must complete the capstone course, Social Responsibility of Business. In addition to all core requirements, students must complete discipline-specific courses in one or two of the undergraduate business majors (see below).

MAJOR REQUIREMENTS

ACCOUNTING (15 CREDIT HOURS)
Required Courses:

- Intermediate Accounting I
- Intermediate Accounting II

Three electives, which could include:

- Advanced Accounting
- Auditing
- Business Law II
- Cost Accounting
- Decision Support Systems
- Financial Statement Analysis
- Taxation I
- Taxation II

Students planning to sit for the CPA examination should consult the Undergraduate Program Office, the accounting faculty, and their state Boards of Accountancy regarding specific requirements. Few states will allow a candidate for the CPA to take the examination with only 26 credit hours of preparation (including Accounting I–II), and many states require as many as 30 or more hours of accounting courses. Many potential CPA candidates will have to take several accounting electives in addition to the required five courses.

FINANCE (15 CREDIT HOURS)

Required Courses:

- Advanced Financial Management
- Principles of Investment
- Global Financial Markets and Institutions or International Finance

Two electives, which could include:

- Fixed Income Markets
- Corporate Governance and Valuation
- Derivatives and Financial Markets
- Financial Statement Analysis
- Financial Analysis and Modeling
- Investment Banking
- Real Estate Finance
- Entrepreneurial Finance

INTERNATIONAL BUSINESS (18 CREDIT HOURS)

Option 1: INTERNATIONAL BUSINESS REGIONAL BUSINESS STUDIES
This option requires 6 courses, one of which can count toward other McDonough majors and two of which can, where applicable, count towards the Liberal Arts electives requirements.

- International Business: STRT-261
- Successfully complete the proficiency equivalence of an intermediate level language (minimum of 12 credits or 4 semesters; note that some languages require 24 credits e.g., Chinese and Arabic)
- Advanced International Business: STRT-270
- 2 Area Courses (The area courses should be a politics or economics course specific to a single region of language study from approved list.
- Choose two courses from the following list:
  - Global Fin. Markets and Institutions: FINC-249
  - Global Logistics: OPIM-262
  - Intercultural Communications: MGMT-205
  - International Finance: FINC-250
  - Marketing Across Borders: MARK-229
  - Global Business Experience: BADM-290
  - International Operations: OPIM-296

**OPTION 2: INTERNATIONAL POLITICAL ECONOMY AND BUSINESS**

This option requires 6 courses, one of which can count toward other McDonough majors and two of which can, where applicable, count towards the Liberal Arts electives requirements.

- Successfully complete the proficiency equivalence of an intermediate level language (minimum of 12 credits or 4 semesters; note that some languages require 24 credits e.g., Chinese and Arabic)
- International Business: STRT-261
- International Trade: ECON-243
- Advanced International Business: STRT-270
- International Political Economy: GOVT-288 or Business Government Relations: STRT-265 or INAF-252
- Choose one course from the following list:
  - Global Fin. Markets and Institutions: FINC-249
  - International Finance: FINC-250
  - International Finance: ECON-244
  - Marketing Across Borders: MARK-229
  - Institutions for International Trade: STRT-268
- Complete an approved international study abroad program

**MANAGEMENT, LEADERSHIP, AND INNOVATION (15 CREDIT HOURS)**

**Required Courses:**

- Managing Human Capital
Two courses from the following:

- Communicating for Business Leadership
- Management Consulting
- Imagination and Creativity
- Leadership

Two courses from either the above list or:

- Organizational Design and Change
- Negotiations
- Intercultural Communications
- Managing Corporate Communication
- Communication Tech for Managers
- Innovation and New Idea Management
- Project Management
- eCommerce
- Entrepreneurship
- New Product Management
- Launching the Venture
- Social Entrepreneurship: Leading Social Change

MARKETING (15 CREDIT HOURS)

Required courses:

- Marketing Intelligence (3 credits)
- Marketing Strategy Analytics (3 credits)
- Consumer Behavior (3 credits)

Competence Electives for a total of 3 credits, from the following courses:

- Branding (3 credits)
- Marketing Across Borders (3 credits)
- Communications/Digital Media (3 credits)

Electives for a total of 3 credits, which could include:

- Advertising and Public Relations Management (1.5 credits)
- Electronic Commerce
- Global Logistics and Supply Chain Management
- Corporate Communications
- Global Retail Marketing (1.5 credits)
- Luxury Marketing (1.5 credits)
- Entrepreneurial Finance
- Sports Marketing (1.5 credits)
• Social Marketing (1.5 credits)
• General Psychology
• Social Psychology

OPERATIONS AND INFORMATION MANAGEMENT (15 CREDITS)

Track 1: Operations, Analytics and Systems

A total of 15 credits, including two required courses and three electives.

Required Courses

• Decision Analysis and Support Systems: OPIM-258
• Global Logistics/Supply Chain Management: OPIM-262

Electives

Two electives must be from Section A; the third can be from Section A or B.

Section A: OPIM Courses

• Information Technology and Systems Management: OPIM-251
• Electronic Commerce: OPIM-256
• Developing and Managing Databases: OPIM-257
• Project Management: OPIM-259
• Business Forecasting: OPIM-274
• Real Options Valuation: OPIM-277
• International Operations: OPIM-296

Section B: Cross-Disciplinary Courses

• Derivatives: FINC-255
• Financial Mathematics: MATH-322
• Entrepreneurial Finance: FINC-265
• Marketing Research: MARK-221

Track 2: Managerial Computing

A total of 18 credits, including three required courses and three electives*.

Required Courses

• Decision Analysis and Support Systems: OPIM-258
• Introduction to Computer Science Using Ruby: COSC-015
• Introduction to Information Systems: COSC-016 or OPIM-251**
Electives (Choose 3)

- Global Logistics/Supply Chain Management: OPIM-262
- Electronic Commerce: OPIM-256
- Project Management: OPIM-259
- Developing and Managing Databases: OPIM-257
- Introduction to Information Privacy: COSC-011

*At most two of these courses can be counted as Liberal Arts Electives.
**Credit cannot be given for both COSC-016 and OPIM-251.

Documenting Major(s) and Minor(s)

All students must officially declare all majors and minors prior to the end of the spring semester of sophomore year.

Declaring a Major

The major areas enable students to achieve a command of one or two of the business disciplines. When students declare their major(s), they will be assigned a faculty advisor (a mentor from within their chosen field of study). This mentor-student relationship is designed to enable students to benefit from faculty expertise in their chosen major. Students are encouraged to seek faculty advice in addition to that provided by the Undergraduate Program Office. Students may declare a double major, but only two courses counted toward the first major may be counted toward the second major. In other words, students must take at least three courses that are not counted toward the first major, or at least eight courses total, to declare a double major. Students may not pursue a triple major. All students in McDonough are encouraged to discuss major and course choices with their academic advisors, faculty advisors, career education center advisors, and prospective employers.

Declaring a Minor

Students may elect a minor from among the many departments within Georgetown College. Many McDonough students select minors from among the liberal arts offerings. The general requirements for minors are listed in the Bulletin under the course offerings for the appropriate departments. Students seeking a minor should consult with the appropriate department to obtain authorization and complete the Declaration of Minor Form. Successful completion of the minor will be noted on the student’s final transcript, together with the major. Business students may not elect a minor within The McDonough School of Business, School of Foreign Service, or School of Nursing and Health Studies.

ADMINISTRATION

Administrative Structure
The McDonough School of Business is administered by the Dean who is responsible for the overall direction and development of the School, a Deputy Dean of Faculty, a Senior Associate Dean who is Director of the Undergraduate Program, two or more Assistant Deans, and several Associate Directors or Academic Counselors. An administrative and budget manager provides support services.

The Undergraduate Program Office is open Monday through Friday from 9:00 a.m. until 5:00 p.m. and is the central source of information for students regarding academic and administrative affairs.

Students should check the McDonough website (http://msb.georgetown.edu) for announcements and information and the McDonough Blackboard Website or Facebook page for forms. Students are responsible for checking their e-mail regularly for important academic information.

Validation of Business Courses

When a transfer student requests transfer credit for a business course that has been taken at another institution, the student may be asked to validate the course by passing an examination on the subject material covered in the equivalent course(s) at Georgetown.

All validation processes are administered through the Undergraduate Program Office.

With the exception of summer school courses listed in the usual departments of the four undergraduate schools on campus (College, SFS, MSB and NHS), McDonough students may not enroll in courses offered through the School of Continuing Studies for its various degrees, certificates and special programs.

Transfer Admissions Policy

Transfer Admissions

External applicants for transfer admission must have completed one semester of at least 12 credit hours prior to being accepted to McDonough. Internal candidates for transfer must have completed one year of study at Georgetown prior to being accepted to McDonough and should have achieved a minimum GPA of 3.0 on a 4.0 scale. Students currently enrolled in another school within the University who are interested in transferring should contact the Undergraduate Program Office.

Transfer Credit for College Courses Taken Prior to Matriculation

Incoming students who have taken a course(s) at another college or university during high school may request Georgetown credit (at most 12 credits) provided the following guidelines are met: (1) the course was taught at a four year accredited college or university, (2) the course was taught by a regular member of the college or university faculty, (3) the course was open to regular college or university students and was not designed specifically for high school students, (4) the course was recorded by the college or university on an official transcript, (5) the course did not
count toward fulfillment of a high school graduation requirement, (6) the course was taken
during junior year in high school or later, and (7) a grade of “C” or above was earned. In addition
to meeting all of these guidelines, a copy of the course syllabus and an official transcript should
be forwarded to the Undergraduate Program Office (along with a letter from the registrar of the
college where courses were taken, verifying above criteria were met), for review and
determination of whether credit will be awarded. The total number of courses taken away from
Georgetown after matriculation cannot exceed twelve credit hours (generally four courses).

Transfer Credit for Summer Courses Taken Away from Georgetown University

The McDonough School of Business adheres to the following guidelines regarding study away
from Georgetown University:

1. Students are expected to fulfill required business courses at Georgetown. Summer
courses should be liberal arts requirements, electives, or enrichment offerings.
2. Summer courses may be taken at a four-year accredited institution or a community
college for transfer credit.
3. Only one course may be taken away at a community college, and it must adhere to the
following guidelines:
   a) the course must be either a free or liberal arts elective course.
   b) the course may not be a required course (i.e., ECON-001/002, MATH-035, HUMW,
      HIST/GOVT, PHIL, or THEO).
4. Students may transfer credit for a total of 12 credits completed at non-Georgetown
programs. Students may not take more than four courses in one summer without
approval.
5. Students must receive a grade of a “C” or above to transfer credit from another
institution (Remember—courses taken as pass-fail will not transfer nor will a "C-").
6. Classes must meet for a minimum of 35 classroom hours or more (typically over 4
weeks). Four credit
courses will require additional classroom hours.
7. If you will be attending a university that meets on a quarter system, please be advised that
a five-unit class normally equates to a three-credit course at Georgetown University.
8. Up to two on-line summer courses may be accepted for credit from an accredited
institution. The course and syllabus requires approval from the Undergraduate Program
Office.

ACADEMIC POLICIES

Academic Regulations

The McDonough School of Business standards are set forth under University Academic
Regulations.

Additionally, the McDonough School of Business regulations include the following:

- Students may not take more than four courses in any one summer at Georgetown.
Courses taken on an audit basis are not applicable to the 120-credit minimum graduation requirement.
Students who have been placed on probation normally are ineligible to receive an incomplete grade.

Academic Procedures

The Academic Standards Committee is composed of the professional staff in the Undergraduate Program Office and is chaired by the Director of Student Advising and Enrollment. It convenes at the conclusion of the fall and spring semesters to review the academic records of all of the undergraduates in the School. In instances where a student has incurred an academic deficiency, the committee may recommend one of three courses of action: probation, suspension, or dismissal. The chair of the committee notifies the student in writing in the case of probation and the Senior Associate Dean notifies the student in the case of suspension or dismissal. All suspensions and dismissals must be approved by the Senior Associate Dean of Undergraduate Programs.

Students who are either dismissed or suspended may appeal the decision of the Standards Committee to the Senior Associate Dean of Undergraduate Programs, who will refer the student to the Board of Academic Appeals.

The Board of Academic Appeals shall be appointed by the Senior Associate Dean in consultation with the Deputy Dean and consists of three faculty members. No member of the faculty may sit on a board as a voting member if the member:

1. has at any time taught the student who is appealing;
2. has at any time acted as an advisor to or employer of the student; or
3. was a member of the McDonough Academic Standards Committee which made the initial recommendation.

It should be emphasized that the Board of Academic Appeals is an educational hearing board and not a court of law. Its purpose is twofold:

1. It considers the student’s record in light of the initial decision and accepts any evidence of extenuating circumstances which would warrant the Board to recommend a change in the decision.
2. It assures the student an opportunity to appear before an impartial board composed of members of the faculty and a student member.

The student should submit to the Senior Associate Dean a written request for an appeal of the initial decision within the time limit of two weeks from the time of notification. The student may then present to the Board evidence which would indicate reasons for the Board to recommend to the Senior Associate Dean a change in the initial decision.

The student may be present for the hearing or if because of extraordinary circumstances the student is unable to be present, he or she may present a written summary of the grounds for the
appeal. When presenting the appeal to the Board, the student may appear alone or may bring someone to assist in the presentation.

The student may be present for all stages of the hearing except for the final deliberation by the Board.

The Board may recommend upholding the initial decision or it may recommend a mitigation of that decision. It cannot recommend a harsher decision or completely abrogate the original decision.

The Board’s recommendation is sent in writing to the Senior Associate Dean of Undergraduate Programs. It may give explanations or comments and is signed by the members of the Board.

The Senior Associate Dean communicates in writing to the student the final disposition of the matter.

**Academic Integrity**

See the description of the Georgetown University Undergraduate Honor System in the Academic Regulations section of this Bulletin.

**Duplicate Submission of Papers**

Any student who wishes to submit a paper, or substantially the same paper, in two (or more) classes must discuss that plan with the concerned faculty members and obtain written approval so that no questions of deficiency might arise at a later time.

**SPECIAL PROGRAMS**

**Tutorials and Internships**

**Tutorials.** Tutorials will be offered only to juniors or seniors in good academic standing. Students must take a tutorial for a letter grade and may take no more than one tutorial per semester. Tutorials must be approved by the Senior Associate Dean of Undergraduate Programs.

**Internships in Business.** Internships permit the student to select a specific area within the field of business to explore outside the classroom. The purpose of an internship is to provide the student with an understanding of how a business actually operates and how business principles are applied. Students may apply for academic credit through one of the following:

- **MGMT-310:** This course is available to current or rising juniors and seniors and is a three-credit seminar which must be taken for a letter grade. The intern will be required to attend individual and group meetings during the semester and to write a paper. To be considered for credit, all internships must be in the field of business and must provide a significant learning experience for the student. Further information and application forms
are available from the Undergraduate Program Office. Students may only enroll in this
course once.
- **MGMT-311/312:** This course is offered only pass/fail and is worth one credit. It does not
count towards any major nor towards the 40 courses required for graduation. It is offered
both semesters of the academic year and during the summer. Students must be in good
academic standing to take MGMT-311 (minimum GPA of 2.0), and the course is open to
any current or rising sophomore, junior, or senior. Students may take these courses once.

**Global Programs**

All students enrolled in McDonough are eligible to participate in designated and approved
programs abroad, organized through the Office of Global Education. Nearly 40 study abroad
programs from across the globe are available to McDonough students for business credit.
Programs are available during the full academic year, each semester, and each summer. Students
who wish to participate in study abroad programs during the academic year must have a
minimum cumulative GPA of 3.0. (Some full-year and semester abroad programs may require a
higher GPA). Students who wish to study abroad during the summer must have a cumulative
GPA of 2.7. For specific program information, contact the Office of Global Education or
visit: [http://studyabroad.georgetown.edu](http://studyabroad.georgetown.edu). Study abroad advice and academic planning are
available in both the Office of Global Education and the McDonough Undergraduate Program
Office. A maximum of 17 credits per semester may be taken abroad. All courses taken abroad
must be pre-approved by the McDonough Undergraduate Dean’s Program Office to ensure
proper credit transfer. Students requiring financial assistance should consult with their study
abroad advisor in the Office of Global Education.

Students wishing to take advantage of short-term summer abroad opportunities can also choose
from a wide range of program options and destinations that fit their academic and professional
goals. In addition to many short-term programs that are offered through the McDonough Office
of Undergraduate Programs and Office of Global Education, McDonough students can choose
from three business-focused programs in high ranking institutions in Hong
Kong, Oxford, and Barcelona. The minimum GPA requirement for each of the summer
programs is 2.7. The Oxford program will also require students to have a GPA of 3.0 or higher.
Descriptions of these business summer programs are listed below:

The Undergraduate Program offers need-based Undergraduate Dean’s Scholarships for eligible
students, who are admitted to the summer study abroad programs.

**Global Business Fellows Program**

The **Global Business Fellows Program** is an innovative joint program between the McDonough
School of Business and the Walsh School of Foreign Service. This program combines
fundamental principles of business with required coursework in international affairs, economics,
and languages. Such an interdisciplinary curriculum enables students to analyze and solve
challenges that impact business and public policy on a global scale.
**Program Design:** Students from Georgetown McDonough and SFS will be eligible to apply for admission to the Global Business Fellows Program in their sophomore year. The students will be admitted as a cohort and will progress through the program together. The Fellows program will have three distinctive and inter-related elements: (1) Interdisciplinary Curriculum, (2) the Global Business Experience, and (3) Public Policy Programming. Fellows will take a common set of core courses in business, economics, and international affairs, as well as the capstone Global Business Experience course. Students in the program also will interact with economic leaders and public policy decision-makers in Washington, D.C.

**Program Requirements:** Students will be admitted as a cohort in January of their second year at Georgetown. This will enable students to work with the academic deans in their respective schools to enroll in the appropriate courses for their sophomore spring. If Fellows wish to enroll in additional MSB/SFS courses, then they will be registered as space allows prior to other non-MSB/non-SFS students.

**Application Process:** The Undergraduate Program Offices in both SFS and MSB administer the application process. The prerequisites for application to this program are below.

- One year of a foreign language (or passing of proficiency exam)
- Sophomore standing with solid academic record
- Interview with members of selection committee (faculty and staff)
- Written essay explaining motivation for joining Global Business Fellows Program

The Global Business Fellows Program will be designated on a student’s transcript, pending approval from the appropriate university officials. In addition, Fellows receive a certificate at graduation.

**Summer Programs**

**Oxford Summer Program**

Georgetown University’s Summer Program in Comparative Business at Oxford University compares business functions in Great Britain, Western Europe, and the United States. Participating students take Comparative Strategic Management (STRT-283), fulfilling a core requirement for McDonough students and International Finance (FINC-250), and fulfilling one of the upper-level international business courses for both the International Business and Finance major.

**Barcelona Summer Program**

The Georgetown-Escuela Superior de Administracion y Direcccion de Empresas (ESADE) summer program offers Georgetown business students the rare opportunity to study global entrepreneurship and international marketing at one of the world’s most prestigious business schools. The five-week program combines intensive classroom instruction with cultural activities and visits to key centers of economic activity, with particular emphasis on the many small local businesses that play a vital role in Barcelona’s economy and exemplify the city’s entrepreneurial
environment. Students participating in this program take Marketing Across Borders (MARK-229), fulfilling an elective course for marketing majors, and Entrepreneurship (STRT-280), fulfilling an elective course for management majors, and a required course for students involved in the Entrepreneurship Fellows Program.

**Hong Kong Summer Program**

This four-week program is designed to enable McDonough students to undertake study in business strategy and intercultural communication in Hong Kong, one of Asia’s most dynamic and fascinating cities.

The program includes a combination of course lectures and seminars, as well as visits to prominent business and cultural sites in Hong Kong. Students will meet with leaders from various governmental and industry entities to gain insight into the important role that Hong Kong plays at the crossroads of global commerce. The visits will allow students to learn about strategy and its application in various contexts. In addition, students will have the opportunity to experience the unique culture, language, and customs of Hong Kong.

The program may also include short excursions to Macau as well as Shenzhen, China. Participating students take Comparative Strategic Management (STRT-283), fulfilling a core requirement for McDonough students, and Intercultural Communication (MGMT-205), fulfilling one of the upper-level courses for the Management, Leadership, and Innovation major, as well as an elective requirement for International Business majors studying the Regional Studies track.

**Global Social Internship Program in Nicaragua**

Rooted in Jesuit traditions that aim to create future leaders who are reflective life-long learners, engage in civic activities, and live their lives in service to others, and in collaboration with the Fabretto Children’s Foundation, the McDonough Undergraduate Program Office has created the Global Social Internship Program. The program is an effort to provide undergraduate students with a transformative platform to engage in service learning and internship opportunities in Nicaragua. As such student interns will spend five weeks in Nicaragua and assist Fabretto with the following activities:

- Proposal development
- Monitoring and evaluation
- Marketing and promotion
- Program coordination and support

Students attending this program receive an internship stipend and free housing for their five-week internship with the Fabretto Children’s Foundation.
Case Competitions and Leadership Conferences

The Undergraduate Program Office sponsors elite teams of students at various case competitions and leadership conferences throughout the country and internationally. The competitions present challenging cases, requiring students to apply knowledge from all areas of business study to present innovative solutions. The Undergraduate Program Office teams up with Hilltop Consultants for an annual, non-profit, live case competition at Georgetown University, called The McDonough-Hilltop Business Strategy Challenge.

Community Service

In the Jesuit tradition of educating the whole person, the McDonough School of Business recognizes the impact that serving the community can have on a student’s development. McDonough strongly encourages students to participate in community service activities, either on their own or through opportunities offered by the University. Students have the option of an additional credit for significant work in the community, if the work is closely tied to a course in which the student is currently enrolled.

The Alumni Mentor Program

Recognizing the benefits of connecting students with established alumni, McDonough’s Alumni Mentor Program links current undergraduates with local alumni who have made great strides within their professional fields. The Alumni Mentor Program gives undergraduates the opportunity to network with recent graduates and learn from their professional experiences. Participants engage in group events as well as casual, individual meetings with their mentors. The program is small and selective to maximize the level of interaction between alumni and undergraduate students. During the summer, the Alumni Mentor Program connects undergraduates with internships in New York City with mentors in that area.

SPECIAL INTEREST ORGANIZATIONS

Numerous professional student organizations within the McDonough School of Business offer students the chance to network with peers and faculty, take on leadership roles, add depth to their studies, and prepare for careers in business.

The Academic Council for the McDonough School of Business represents the undergraduate student body to the administration and faculty. One elected representative of the Council is a voting member of the School’s Executive Council. The Academic Council’s objectives include 1) providing input on co-curricular activities within the School; 2) developing professional awareness through coordination and assistance to business clubs and organizations; 3) encouraging students and faculty to cooperate in conferences, seminars, and programs designed to challenge student thought; 4) and providing course critiques, surveys, and newsletters to alumni and students.

The Georgetown Accounting Society encourages scholarship among its members, provides accounting and auditing services to the University community, provides student assistance in
accounting instruction, and develops a professional attitude toward accounting. Membership in the Society is open to academically qualified students.

The Georgetown Advertising & Marketing Association provides supplemental education and business opportunities for students interested in marketing and related trends in business by hosting speakers and obtaining important contacts with professionals both in business and in government. Also, the Society cultivates job opportunities and possibilities for research through its affiliation with the American Marketing Association and the American Advertising Federation.

The Financial Management Association provides a network of contacts for students interested in finance positions or internships. The FMA brings finance professionals to Georgetown to talk about their work and to supply information about job opportunities. The FMA also provides opportunities for students to place their résumé in a résumé book to be sent to potential employers, and to do some investing as a group. Members receive subscriptions to various financial management publications, as well as other materials and benefits designed to improve future employment potential.

Hilltop Consultants is an undergraduate student organization dedicated to advancing the goals of students interested in management strategy and consulting by raising awareness of the opportunities in these fields. The club is focused on providing skills training, networking, and recruiting opportunities related to strategy and consulting.

The Georgetown University Student Investment Fund, organized as a partnership, provides its members with a working knowledge of the stock market through its investment and research activities. Student investors present new investment proposals and review the current portfolio at each meeting. This forum provides students with a good introduction to the stock market and the investment decision-making process. Membership is open to all students.
School of Nursing and Health Studies

Since its founding over a century ago, the School of Nursing & Health Studies (NHS) has been at the forefront of the health care field, preparing future leaders to respond to the growing complexity of health care delivery at all levels. Graduates pursue careers including nursing, medicine, law, health policy, health management, research and public health among many others. The Undergraduate Program offers its students a broad liberal arts education balanced with the natural and behavioral sciences through innovative curricula in either the Bachelor of Science in Nursing (BSN) or the Bachelor of Science (BS) with majors in Health Care Management & Policy, Human Science, and International Health. Students have an opportunity to study and intern at health care facilities and agencies throughout Washington, D.C., such as Georgetown University Hospital, the National Institutes of Health, and the Pan American Health Organization.
All majors in NHS focus on cura personalis—the care and development of the whole person—by educating students for a meaningful life, challenging them intensively, but also supporting them in their learning. The School embraces the Jesuit inspired principles shared by the entire Georgetown community, which emphasize the pursuit of knowledge with a responsibility to contribute to the common good. Students develop into health professionals who can recognize and respond to the full human experience encountered in the health field. During their first year at Georgetown University, NHS students participate in the First Year Colloquium. This course is taught by faculty across the interdisciplinary team at NHS. All students are exposed to the various arenas of health care with opportunity to dialogue and critique health policy, quality and care.

Graduates of the Health Care Management and Policy, Human Science, and International Health Departments at Georgetown have received a strong scientific and liberal arts education that prepares them for a myriad of careers in health care or basic science. Students interested in careers such as health education, health policy, public health, medicine, physical therapy, international health, scientific writing, consulting or health management and policy will have a solid curricular foundation as well as focusing experiences in seminars, independent research, and internships in the areas of their selected interest. Having taken advantage of the School’s pre-professional advisement program, graduates wishing to pursue graduate or professional studies will have the necessary courses to prepare them for advanced education.

Excellence in both liberal arts and professional education is made possible through University offerings, which afford students a complete selection of certificate and minor concentrations and courses. In addition, the Georgetown University Medical Center and other clinical agencies and associations afford students an opportunity to participate and to learn from the full range of their health care offerings. Further information about graduate studies in clinical nurse leader, nurse midwifery/women’s health nurse practitioner, adult gerontology adult acute care nurse practitioner, nurse anesthesia, family nurse practitioner, global health and health systems administration may be obtained from the NHS Office of Admissions and Outreach.

**DEGREE REQUIREMENTS**

Candidates for the bachelor’s degree in the School of Nursing & Health Studies must complete the following graduation requirements:

1. Successful completion of 37–43 or more courses (depending on major);
2. Completion of the major’s listed requirements;
3. Completion of the School of Nursing & Health Studies core requirements;
4. Achieve a final cumulative grade point average of 2.00 or better.

**CORE REQUIREMENTS**

The core requirements are ordinarily fulfilled in the student’s first and second years.

**Humanities and Writing**
Through the Humanities and Writing core requirement, students should acquire an essential foundation for the academic experience at Georgetown, through the engagement of writing as a complex, recursive process. In keeping with the Jesuit tradition of humane letters, these writing courses are rooted in the humanities and include in the second of these courses an introduction to a humanities discipline other than philosophy, theology, and history, taught in English, with a writing component.

To complete this requirement all students are required to complete a two-part writing requirement, one from each of the following categories:

**Writing**

Every Georgetown student will take one writing course, WRIT-015: Writing and Culture Seminar, which provides students with opportunities to connect their writing with critical reading and thinking, inquiry, and analysis. The Writing and Culture Seminar approaches writing through three interrelated frameworks: writing as a tool for inquiry, writing as a process, and practice writing in different rhetorical situations. Each section focuses on a cultural theme, with readings and assignments that engage students with compelling questions and problems. Seminar readings provide texts for analysis as well as models and motives for student writing. Students are encouraged to complete this course during their first year at Georgetown. (Note: the Writing Requirement replaces the first half of the Humanities & Writing requirement. Students who have not yet fulfilled this requirement should register for WRIT-015.)

**Humanities: Arts, Literatures, and Culture**

Every student will take one course in the Humanities: Arts, Literatures, and Cultures. Literature, and visual and performing arts deepen our understanding of many kinds of expressive media, past and present, and the realities they aim to present. Through reading, writing and creative practice, students acquire the intellectual and practical tools to interpret and critique the world. Courses fulfilling this requirement use historical, critical, and/or experiential methods. Students explore ancient and modern civilizations, gain insight into the value of other cultures and critically examine their own. They learn to see, evaluate, interpret and communicate human experience through literary texts, artistic creations, material objects, and critical concepts. Those who create or perform works of art experience directly the discipline and revelatory impact of artistic expression. Courses fulfilling this requirement are identified in the course schedule with the HALC attribute in the Schedule of Classes. (Note: the HALC requirement replaces the second half of the Humanities & Writing requirement. Students who have not yet fulfilled this requirement should register for a course with the HALC attribute).

**Philosophy Requirement**

Through the core requirement, the Philosophy Department is committed to providing courses that promote students’ personal growth as human beings in search of meaningful lives, foster their development as responsible citizens, and offer effective introductions to the discipline of philosophy.
Georgetown, with its commitment to the Jesuit tradition, believes that modern men and women should consider reflectively their relationship to the world, their fellow humans, and God. All students take a year of Philosophy and a year of Theology.

To fulfill the philosophy requirement, students in the following majors – Human Science, International Health, and Nursing -- must take two courses in philosophy, normally one in the first year and one in the second year. One course must be in ethics and one in philosophy (an area other than ethics). The first class should be PHIL-010 or 020. If the first class is in PHIL-010, the second should be PHIL 150–199. If the first class is PHIL-020, the second should be PHIL-100–149. HCMP majors should follow the requirements outlined in the “CORE Requirements” section of the “B.S. IN HEALTH CARE MANAGEMENT & POLICY” section of this Bulletin.

**Theology Requirement**

Through the core requirement, the Theology Department is committed to fostering in students a critically appreciative awareness of the religious dimension of human existence, and to assisting students in reflecting upon their own experience and understanding in that enlarged context. The goal of the second course is to allow students to develop their critical awareness by applying it to a particular area of interest in religion or theology.

Problem of God (THEO-001) and one intermediate level theology elective fulfill the theology requirement. Introduction to Biblical Literature (THEO-011) may be substituted for Problem of God or may be used as an intermediate level elective. (Transfer students are exempt from Problem of God and may select any two intermediate level courses, including Introduction to Biblical Literature, to fulfill this requirement.)

**STUDENT ADVISEMENT**

In addition to the general counseling services provided by the University, the School of Nursing & Health Studies maintains an academic advisement program. It is designed to facilitate the student’s adjustment to academic life and to succeed in his/her program of study.

Upon arrival to campus, each student is assigned to a faculty advisor in his or her major and to an academic advisor in the Office of Student Academic Affairs. Student advisement is rooted in the Jesuit philosophy of “cura personalis,” which encourages the development of the complete person with respect for human dignity. The relationship between faculty, staff, and students should be viewed as reciprocal, with rewards and responsibilities for both parties. The faculty member and staff person advise students regarding academic, professional, and other matters that may affect academic success.

Through the academic advisement program, students are assisted in orienting themselves to the University, in resolving problems which may interfere with the academic experience, and in making decisions concerning educational goals. Students requiring help beyond the scope of the advisor’s practice are referred to appropriate University support services. All first-year students
will meet with their advisors during Orientation Week and are expected to maintain close contact throughout each semester.

**ACADEMIC REGULATIONS**

The School of Nursing & Health Studies requires of its students the standards set forth under [Academic Regulations](#) in this *Bulletin*.

Regulations particular to NHS are as follows:

1. Complete of minimum of 60 credits and a minimum of four full-time semesters in residence at Georgetown.
2. A departmental course may not be used toward a minor or a certificate requirement. This includes courses that students choose to satisfy elective credits within the major (i.e. upper-level HSCI electives and electives for HCMP policy track). Classes taken outside of your home department, even if required for your major, can be credited to a minor or certificate (i.e. ECON 001 for HCMP majors; MATH 040 for all NHS majors). Classes for minors and certificates must be approved by the department offering the minor or certificate and an NHS advisor.
3. Classes taken outside of your home department, even if required for your major, can be credited to a minor or certificate (i.e. ECON 001 for HCMP majors; MATH 040 for all NHS majors). Classes for minors and certificates must be approved by the department offering the minor or certificate and an NHS advisor.
4. Students are required to complete at least half of the coursework for a major or minor at Georgetown. Transfer credits in excess of half of a major or minor will be counted as free electives toward the degree. Additionally, some departments may set stricter limits on how transfer credits may be applied.
5. No more than four courses or 12 credits may be taken in summer school away from Georgetown over the four year period. Prior approval for such courses must be obtained from the NHS Office of Student Academic Affairs.
6. Students on leave of absence should not expect to transfer credits for courses taken elsewhere during their leave. In rare circumstances and with expressed written approval of the Office of Student Academic Affairs prior to the leave, students may be allowed to transfer a limited number of courses. In no instance will more than four courses be transferred to the Georgetown record, and all transfers will count against the “summer school” limit noted above.
7. For transfers from outside and from within the University, NHS requires a residency of two years (four semesters of full-time status) regardless of summer study.
8. Undergraduate degree candidates are expected to be full-time unless on an approved leave of absence or an approved part-time schedule.
9. Any student with more than one incomplete in a given term who is unable to complete his or her work by the start of the next term may not begin new courses without formal review and consent of the Office of Student Academic Affairs.

**Emergency Contact**
When an emergency arises and a student anticipates being away from the university and unable to attend classes the student should contact their academic advisor in the Office of Student Academic Affairs, St. Mary’s Hall 2nd floor.

**Academic Procedures**

The Council on Studies of the School of Nursing & Health Studies, composed of the Associate Dean and Academic Affairs staff, convenes at the conclusion of the fall, spring, and summer semesters to review the grades of each student in the NHS. If a student on probation from the previous term is found to be in good academic standing, they are removed from probation. In instances where a student has incurred an academic deficiency, the Council discusses how to advise the student and may take one of three courses of action: probation, dismissal, or suspension. The Council notifies the student in writing of its decision within three days of the review and informs the faculty advisor of the decision. Students who are either dismissed or suspended may appeal the decision of the Council on Studies to the Board of Academic Appeals.

**Members of the Board**

The members of the Board shall consist of:

a. Four members of the faculty, one from each department. The Associate Dean of Academic Affairs will chair the Board.
b. Two ad hoc members of the faculty will be available to serve in case the aforementioned faculty members are unable to participate.
c. There will be a total of five members of faculty at every appeal to ensure that there is no split decision. No member of the faculty may sit on the Board if:
   o He or she has at any time failed the student who is appealing.
   o He or she has at any time acted as a counselor to the student.

**Responsibilities of the Board**

The responsibilities of the Board are to:

a. Receive any appeal of the Council’s decision to suspend or dismiss a student; and
b. Conduct appeal hearings.

A student wishing to appeal a suspension or dismissal must submit a written request to the Associate Dean of Academic Affairs of the NHS within 15 days of receiving notice of such a decision.

Normally the student must appear for the hearing; however if because of extraordinary circumstances the student is unable to be present, he or she may present a written summary of the grounds for his or her appeal. When presenting his or her appeal to the Board, the student may appear alone or may bring a member of the University community or family member for support. The student may be present for all stages of the hearing except for the final deliberation of the Board.
The Board may recommend upholding the Council’s decision or it may recommend a mitigation of that decision, e.g., instead of dismissal, a suspension; instead of suspension, a strict probation. It cannot recommend a harsher decision or completely abrogate the original decision. The Board’s recommendation is sent in writing to the Dean. It may give explanations or comments and is signed by the members of the Board. The Dean communicates to the student the final disposition of the matter in writing.

**Academic Requirements for Progression: Department of Nursing**

In addition to the requirements outlined in the Academic Regulations chapter of the Undergraduate Bulletin, all students in the Department of Nursing must satisfy the academic requirements described below.

Students enrolled in the Department of Nursing must achieve a minimum grade of C (73.00) in each nursing and science course in order to progress to the next level in the Department of Nursing. The courses are as follows:

- NURS: 005, 011, 012, 015, 150, 162, 171, 172, 177, 179, 181, 182, 241, 243, 244, 248, 251, 252, 253, 254, 357, 360
- HEST: 112, 142
- HSCI: 101, 102, 111, 190, 201, 202, 204

A course grade of C (73.00) requires that students achieve a minimum grade of C (73.00) in both the clinical/laboratory and didactic portions of each required nursing and science course(s). The didactic grade is calculated based only on theory exam grades, meaning that a student must achieve a weighted exam average of at least 73.00. Graded assignments and papers may be calculated into the final course grade as defined by the course syllabus. Clinical grades are based both on written assignments and skill/behaviors performed in the clinical setting. Clinical failure will be considered in any one of the following circumstances: one, when written assignments are not at or above the 73.00 average; two, when there are two or more undocumented absences; three, for unsatisfactory skill/behavior performance; and four, for any unethical or unsafe behavior in the clinical setting.

Students who do not receive a C (73.00) in nursing and science courses must repeat the course, including any applicable clinical component, and achieve a C or better in the course before they can qualify for progression to the next level. Students who do not achieve the minimum passing grade may be placed on academic probation and/or suspended.

In most cases, failure in a nursing or science course delays graduation by up to one academic year. Students who fail to achieve the minimum passing grade (i.e., who receive a 72.99 C- or below) in two different clinical, nursing or science courses, or who fail (72.99 C- or below) the same nursing or science course twice, will be permanently dismissed from the Department of Nursing, and may be dismissed from the School of Nursing & Health Studies.
A nursing student incurring a failure/deficiency in any required course during any academic year must repeat the failed course as soon as possible before they will be permitted to proceed in the program. Students may be permitted to continue if the failed course is not a prerequisite or parallel (co-requisite) course. Non-nursing courses, except Pathophysiology and Pharmacology, can be taken elsewhere with permission of the BSN program director. All clinical courses must be repeated at the Georgetown University School of Nursing & Health Studies.

Admission to the Department of Nursing does not guarantee progression in the nursing program. Additionally, successful completion of the nursing program does not guarantee licensure as a registered nurse.

**Academic Requirements for Progression:**

**Departments of Health Systems Administration, Human Science, and International Health**

All students in the Departments of Health Systems Administration, Human Science and International Health must achieve the Quality Point Index at the level required by the University in each of their courses, whether major or non-major courses, in order to be promoted.

Any grade below D is considered a failing grade. If a student enrolled in any of the above listed programs receives a failing grade in a required course, the student must repeat the course. Failed courses may be repeated at Georgetown University, or, with the approval of the appropriate department chair, at some other comparable accredited institution of higher education. Since repetition of a course may interfere with a student’s planned sequence, graduation may be delayed if it is necessary to repeat a course.

Students wishing to transfer into the Health Care Management & Policy major must have either (1) a GPA of 3.0 or better, or (2) have demonstrated successful completion (B or better) of HESY-180 (Health Services Research) and HESY-184 (Epidemiology).

Transfer to the Human Science major is selective and will vary from year to year, due to availability.

Transfer to the International Health major is selective and will vary from year to year due to international placements.

**Probationary Status**

In addition to the conditions outlined in the Academic Regulations section of the Undergraduate Bulletin, a student will be placed on probation if his/her cumulative Quality Point Index is below 2.000 at the end of any academic semester, or if the Council on Studies determines, in its reasonable discretion, that the student is at risk of having his/her cumulative QPI fall below 2.000. Students enrolled in the Department of Nursing who appear to be in danger of not earning a C or better in a nursing or science course may also be placed on academic probation at the Council’s discretion.
In order to be removed from academic probation, in the ensuing session (Fall or Spring), the student must achieve a minimum current QPI of 2.000 while attending full time. Limited exceptions to full-time status may be made with permission from the Associate Dean. Nursing students must also achieve a minimum passing grade (73.00 C or better) in all nursing and science courses. Students on academic probation who fail to achieve these academic standards may be suspended or dismissed from the School of Nursing & Health Studies.

Students on probation are required to seek the counsel of their academic affairs advisor and/or faculty advisor, and, as appropriate, will be encouraged to use other support services available within the University. Students on probation are also strongly urged to adjust their course load and minimize any activities in order to meet the minimum requirements of good academic standing.

**Suspension/Dismissal**

In addition to the conditions outlined in the Academic Regulations section of the Undergraduate Bulletin and described in the Academic Requirements sections above, a student enrolled in any department of the School of Nursing & Health Studies may be subject to suspension or dismissal from the School of Nursing & Health Studies in any of the following circumstances: (1) failure to achieve the promotional Quality Point Index designated to correct a probational status in general University courses and/or in the Department of Nursing; or (2) earning two “failing” grades in a single semester or accumulating three “failing” grades while enrolled at Georgetown. In addition, students enrolled in the Department of Nursing may be subject to suspension or dismissal if they: (3) fail to achieve at least a C (73%) when repeating a nursing or science course; (4) fail two different clinical nursing or science courses; (5) demonstrate unsatisfactory performance in the clinical portion of any nursing course, due either to poor performance or unethical behavior; or (6) fail to successfully complete prerequisite courses after four semesters.

Students on a suspension from the School of Nursing & Health Studies are subject to any program changes which may occur during their absence from the University. Except in exceptional circumstances for which the student has received specific permission from the appropriate department chair, courses taken outside of the University during suspension cannot be transferred to Georgetown.

**Readmission**

A student who has withdrawn or has been suspended from the University must apply in writing to the assistant dean, requesting readmission six weeks before the date of registration. Requests from students who have been suspended should include the reasons for past poor academic performance, interim activities, and the reasons the student believes s/he will be academically successful upon readmission. The assistant dean will send the request to the Council on Studies for consideration. If the applicant is readmitted, a plan for matriculation and progression will be outlined, which specifically addresses the circumstances and deficiencies that resulted in the student’s withdrawal or suspension.

**Leaves of Absence**
The regulations pertaining to leaves of absences, including leaves for personal, medical and military reasons, are described in the Academic Regulations section of this Bulletin.

Academic Integrity

See the description of the Georgetown University Undergraduate Honor System in the Academic Regulations section of this Bulletin.

B.S. IN NURSING

Vision, Mission and Curriculum Overview

The baccalaureate program terminal objectives for the Department of Nursing in the School of Nursing & Health Studies at Georgetown University are derived from the School’s mission and core values. The mission of promoting health and well being for all people, with its emphasis on preparing students to be morally reflective healthcare leaders and scholars, is based in the school’s beliefs in:

- The dignity of human beings
- The growth-affirming role of society
- Health as a dynamic entity
- The complex, caring nature of nursing
- The individualized, lifelong process of education

These beliefs provide the foundation for each program of study: traditional BSN and second degree BSN. The belief that baccalaureate nursing education prepares professional nurses who have a broad knowledge of nursing science, the humanities, the biological and social sciences, gives rise to a curriculum in which a broad liberal arts education is balanced with the natural and behavioral sciences, as illustrated in the programs of study.

The terminal objectives of the baccalaureate program provide clear statements of expected results, derived directly from the Georgetown Nursing Model, and reflect the school’s mission and core values.

The objectives are:

1. Practice professional nursing within the Jesuit philosophy and the Georgetown University Nursing Practice Model
2. Demonstrate the use of critical thinking in clinical decision making.
3. Formulate a personal and professional ethical framework to guide conduct and decision making in professional nursing.
4. Evaluate, apply and communicate research findings to improve professional practice.
5. Analyze and evaluate leadership and management theories in nursing practice.
6. Evaluate the health policy process for the improvement of health care for all.
7. Demonstrate a commitment to personal and professional development through continuing education and participation in professional organizations.
8. Demonstrate a commitment to humanitarian service as a component of professional nursing in a culturally diverse society.
9. Engage in communication and collaboration with members of the health care team.

Website: http://nhs.georgetown.edu/nursing/bachelors/mission/

The basic four-year Bachelor of Science in Nursing program is designed for high school graduates who wish to combine core requirements in the arts, sciences and humanities with preparation for a career in professional nursing. The curriculum includes a core of knowledge in the humanities and the behavioral, physical, and biological sciences, as well as the theory and practice of professional nursing. Coursework in bioethics and leadership prepares graduates to take their place in the current and future health care delivery system.

The nursing component of the curriculum provides for development of clinical skills as well as a strong theoretical base. The “Professional Nursing: Foundations for Practice” course takes place in the first year with students having the opportunity to hear practicing nurses describe the many facets of the nursing profession which will be available to them as graduates. Nursing coursework and clinical practice begin in the first year. The senior clinical experience allows students to request a particular clinical or professional area of interest in which to expand their knowledge and leadership skills.

After completion of the baccalaureate program, graduates are eligible to take the NCLEX-RN examination for licensure to practice as professional nurses.

The programs offered through the Department of Nursing are accredited by the Commission on Collegiate Nursing Education and approved by the District of Columbia Board of Nursing.

The School of Nursing & Health Studies is a member of the American Association of Colleges of Nursing, the Mid-Atlantic Regional Nursing Association, and the Association of University Programs in Health Administration.

Clinical experiences are arranged within the surrounding metropolitan area including the District of Columbia, Maryland and Virginia. Students are responsible for their transportation to these clinical sites.

**Required Courses**

**First Year**

- Professional Nursing Foundations for Practice
- Human Biology I and II
- Biochemistry and Human Functioning
- Health Assessment I
- First Year Colloquium

**Second Year**
• Health Assessment II
• Human Growth and Development
• Nutrition and Disease Prevention
• Pathophysiology
• Fundamental Nursing Interventions
• Health Promotion and Disease Prevention
• Pharmacology
• Introduction to Genetics and Genomics

Third Year

• Mental Health Nursing
• Health Care of Women
• Integration Seminar
• Nursing Care of Adults with Physiological Alterations
• Introduction to Nursing Research
• Health Care Delivery Systems
• Microbiology
• Nursing Care of Children with Physiological Alterations

Fourth Year

• Public Health Nursing
• Complex Nursing Problems Across the Care Continuum I and II
• Ethics, Quality, Decision-Making in Nursing
• Nursing Care of Vulnerable Populations
• Transitions to Professional Practice
• Senior Nursing Practicum
• Scholarly Project in Nursing

CORE Requirements

• Writing and HALC—2 courses
• Philosophy (one ethics, one non-ethics) — 2 courses
• Theology — 2 courses
• Intro to Sociology or Anthropology — 1 course
• Intro to Psychology
• Statistics
• Free electives, totaling 8 credits, in any discipline

Summer Coursework

Traditional nursing students who have altered their course of study may elect to complete clinical course work in the summer semester if they meet the following criteria:

• Overall GPA of 3.2
• Successful completion of previous clinical nursing courses
• Permission from the BSN program director

Nursing Science Honors Program

The purpose of this Honors Program is to allow traditional undergraduate nursing students with academic potential to be challenged at the highest level. Participants in the Honors Program in Nursing Science will address, through scholarly inquiry, a contemporary issue related to clinical nursing practice. The Honors Program in Nursing Science requires the completion of an independent project involving research, policy analysis, or health/illness education. Each student will summarize their final project in a formal oral presentation and submit a senior Honors thesis. Prior to graduation, participants in the Honors Program are expected to disseminate the results of the senior honors project as deemed appropriate by an assigned review committee.

Participants in the Honors Program are expected to complete all requirements for the nursing major, maintain a cumulative GPA of 3.5, and successful complete the Honors Seminar and an Honors Thesis Tutorial.

Traditional nursing students with a cumulative GPA of 3.5 or higher are eligible to apply; a mid-October application deadline will be posted for students in their junior year. Each applicant must submit a personal statement, a letter or recommendation, and a copy of their transcript. Eligible candidates will be interviewed by the Council on the Advancement of Nursing Science (CANS). The applicant's personal statement should include an overview of the proposed topic and a plan for completing the independent project.

Students who successfully complete the requirements of the Honors Program will graduate with the notation: Bachelor of Science in Nursing (Honors).

Minors

Georgetown University Nursing students are eligible to complete a variety of minors in both NHS and the College. Students interested in obtaining a minor should meet with their academic and faculty advisors.

The Second Degree BSN Program

This program is designed for successful college graduates who now wish to pursue a career in professional nursing. The program extends over sixteen months of full-time study. Students who decelerate must complete all coursework and clinical experiences in no more than eight (8) semesters. Upon completion of the program, graduates are prepared to sit for the NCLEX-RN examination so that they may be licensed to practice as registered nurses.

Accelerated Second Degree BSN: Required Classes

Second Degree BSN: Required Courses—see Department of Nursing website for specific prerequisite and core requirement/electives details.
Fall Entry Progression

Fall I

- Health Assessment and Clinical Nursing Competencies
- Health Promotion/Disease Prevention
- Core Concepts of Professional Nursing
- Pathophysiology
- Remaining Group 2 Course/Elective
- Remaining Group 2 Course/Elective

Spring I

- Nursing Care of Adults with Physiological Alterations
- Mental Health Nursing OR Health Care of Women
- Pharmacology
- Introduction to Genetics and Genomics
- Remaining Group 2 Course/Elective

Summer I

- Nursing Care of Children with Physiological Alterations
- Mental Health Nursing OR Health Care of Women
- Remaining Group 2 Course/Elective

Fall II (Senior Semester)

- Public Health Nursing
- Complex Nursing Problems Across the Care Continuum I
- Complex Nursing Problems Across the Care Continuum II
- Nursing Care of Vulnerable Populations
- Transitions to Professional Practice
- Senior Nursing Practicum

Spring Entry Progression

Spring I

- Health Assessment and Clinical Nursing Competencies
- Health Promotion/Disease Prevention
- Core Concepts of Prof Nursing
- Pathophysiology
- Remaining Group 2 Course/Elective
- Remaining Group 2 Course/Elective

Summer I
• Nursing Care of Adults with Physiological Alterations
• Mental Health Nursing OR Health Care of Women
• Pharmacology

Fall I
• Nursing Care of Children with Physiological Alterations
• Mental Health Nursing OR Health Care of Women
• Introduction to Genetics and Genomics
• Remaining Group 2 Course/Elective
• Remaining Group 2 Course/Elective

Spring II (Senior Semester)
• Public Health Nursing
• Complex Nursing Problems Across the Care Continuum I
• Complex Nursing Problems Across the Care Continuum II
• Nursing Care of Vulnerable Populations
• Transitions to Professional Practice
• Senior Nursing Practicum

General Requirements

Four elective classes (will vary depending on prerequisite classes completed upon arrival)

Sigma Theta Tau

In addition to the activities which Georgetown University offers all of its students, the School of Nursing & Health Studies offers the opportunity for membership in Sigma Theta Tau, the International Nursing Honor Society. Sigma Theta Tau honors practitioners and students of nursing who exemplify outstanding qualities of leadership, scholarship, and service to the profession of nursing. Tau Chapter was founded at the Georgetown University School of Nursing in 1960.

National Students Nurses Association

The National Student Nurses’ Association (NSNA) mentors the professional role development of future registered nurses and facilitates development of standards, ethics and competencies that students will need as responsible and accountable leaders and members of the nursing profession. This mission is accomplished by chapter-led and nationwide programs that provide educational resources, leadership opportunities, and career guidance (http://www.nsna.org). All undergraduate nursing students at Georgetown are eligible to join. Members are expected to adhere to the NSNA Code of Academic and Clinical Conduct.

Student Professional Responsibility
Students are responsible for reviewing, understanding and abiding by the regulations, procedures and requirements as described in all official publications of Georgetown University, the School of Nursing & Health Studies, and the Department of Nursing. These are found specifically in the Undergraduate Bulletin as well as the Current Students Resources section of the NHS website. In addition students are required to adhere to regulations and guidelines from Health Care Settings (in use as clinical sites), Professional Licensing Boards, Federal, State and Local Health Care Authorities and Professional Nursing Organizations.

Clinical Clearances

All student nurses are expected to meet and maintain certain health requirements. All of the clinical clearance requirements can be found on the clinical clearance portion of the NHS website at: http://nhs.georgetown.edu/nursing/resources/clearance/. Failure to meet any of the requirements will jeopardize the ability to attend clinical courses.

Comprehensive Assessment and NCLEX-RN Pretesting

All nursing students are required to participate in the Comprehensive Assessment and Review Program (CARP) provided through the Assessment Technologies Institute (ATI). The program involves tutorials and content resources/review modules for independent study, testing practice, proctored examinations of nursing knowledge specific to core nursing courses and a comprehensive diagnostic predictor examination that is administered in the semester prior to graduation. The test examinations evaluate specific knowledge mastery as students progress in the program and determines readiness to obtain licensure as a registered nurse. The testing is administered in a computerized format. Feedback about the test results is provided to the students as part of the overall program.

In order to receive authorization from the department chair to sit for the NCLEX-RN examination, a student must earn a score on the ATI comprehensive predictor examination that equates to a 95% or higher probability of passing the NCLEX-RN. To facilitate achieving this requirement students identified to be at risk will be invited to participate in the department’s knowledge mastery program.

It is strongly recommended that the NCLEX-RN Licensing Examination be completed within six months of graduation. Students who choose to take the exam after six months from the time of graduation must submit documentation of the recent completion of an NCLEX-RN review course to the department chair before receiving authorization to sit for the NCLEX-RN. The student must sit for the exam within ninety days after the authorization is given.

For further elaboration of the above information, please refer to the BSN Student Handbook.

At: http://bulletin.georgetown.edu/nhs#BSHealthCare

B.S. IN HUMAN SCIENCE

Vision, Mission and Curriculum Overview
The Department of Human Science supports—through innovative research, teaching, scholarship, and service—the mission of Georgetown University and the School of Nursing & Health Studies and specifically contributes to the university and school communities a scientific focus on areas that promote human health and wellness.

The departmental mission is to promote the health and well-being of all people by preparing future leaders and scholars in the health sciences, and its vision is to explore human biology and disease at the molecular, cellular, behavioral and systems level for the improvement of human health.

The human science major is designed for students who have a passion for the scientific disciplines and wish to build a strong foundation in the basic and health sciences. Faculty members with diverse areas of expertise guide the students in building critical and analytical thinking skills and in cultivating an inquisitive mind. Experiential activities in laboratory research and community health activities complement in-class learning and allow students to witness firsthand real-life application of scientific and theoretical concepts. Internships further focus the student in the direction he or she wishes to pursue upon graduation. The program prepares students for a variety of graduate programs such as medicine, dentistry, environmental and occupational health, physical therapy and public health, as well as many careers in biomedical science, health communication, research, and teaching.

Goals and Learning Outcomes

1. To integrate knowledge of the multiple mechanisms underlying human health and disease at the molecular, cellular, systems biology, behavioral, and population level.
   - Demonstrate knowledge and understanding of the mechanisms underlying human biology.
   - Examine the influences of various factors on health state and physiological functioning including, but not limited to, the environment, health behaviors, culture, socioeconomic status, access to health care, health literacy, disability, genetics.
   - Integrate new course material across fields into personal scientific knowledge.
2. To develop critical thinking through the process of scientific inquiry and its translation into human health and wellness.
   - Design experiments to address a specific hypothesis.
   - Represent and analyze qualitative and quantitative data in statistically meaningful forms.
   - Critique primary scientific literature and data for quality of evidence and relevance to theory and practice.
3. To develop effective communication skills and ethical and complex decision making.
   - Communicate orally and in writing to demonstrate ability to convey scientific information and ideas clearly and persuasively.
   - Produce a comprehensive project/manuscript to demonstrate scientific inquiry.
   - Apply ethical principles to issues presented in coursework.
   - Adapt the same human science information to be communicated effectively to different audiences.
4. To engage in experiential learning to facilitate application of human science.
   - Integrate scientific principles through laboratory and community experiences.
   - Apply scientific inquiry through an internship experience.
   - Link basic science knowledge to specific topics of health and disease that are presented during experiential learning.

Website: [http://nhs.georgetown.edu/humanscience/bachelors/mission/](http://nhs.georgetown.edu/humanscience/bachelors/mission/)

Programmatic Features

During the first two years in the program students are introduced to foundational courses, including human biology, chemistry, nutrition, mathematics, pathophysiology, health promotion/disease prevention and research methods in health care.

These courses are expanded by complementary studies in the liberal arts, including English, philosophy, ethics and theology.

Students also have the opportunity to choose electives that they may ultimately want to build into a minor and all students will select two advanced Human Science electives.

Some students choose to spend a semester abroad, generally in their junior year.

The two semester senior internship provides the opportunity for each student to design his/her own area of discovery in an experiential, laboratory or archival setting of the student’s choosing and to further refine both written and oral expression as the student prepares to graduate as a human science major.

Required Courses

First Year

- Human Biology I and II
- Research Theory and Communication
- General Chemistry Lecture I and II
- General Chemistry Lab I and II
- First Year Colloquium

Second Year

- Pathophysiology
- Health Promotion and Disease Prevention
- Molecular and Cellular Fundamentals

Third Year

- Microbiology
- Genetics in Health and Disease
- Nutrition and Disease Prevention
- At least one 3 credit-hour elective from among the HSCI advanced courses (may be taken in Third Year or Fourth Year).

Fourth Year

- Senior Seminar/Internship I
- Immunology
- Physiological Adaptations
- Senior Seminar/Internship II
- At least one 3 credit-hour elective from among the HSCI advanced courses (may be taken in Third Year or Fourth Year).

CORE Requirements

- Writing and HALC — 2 courses
- Philosophy (one ethics, one non-ethics) — 2 courses
- Theology — 2 courses
- Probability and Statistics
- 9–11 free electives, totaling 33 credits, in any discipline
- 2 HSCI advanced/upper level electives equaling 6 credits or more, total

Human Science Honors Program

Honors in Human Science recognizes those Human Science students who pursue a high level of independent research (i.e., laboratory, archival, community) during their undergraduate years culminating in a senior thesis concurrent with the pursuit of a Human Science major.

The purpose of this program is to permit students of high academic achievement to enjoy greater responsibility and initiative in their major work. The honors program in Human Science requires a significant mentored research experience in a topic of the student’s choosing.

Students in the honors program are required to maintain at least a B average both in their major and overall GPA. Students in the honors program still complete the requirements of the Human Science major, plus take at least one semester each of independent research, and a final semester of honors thesis.

*Eligibility for Human Science Honors*: Full-time human science students with at least a 3.0 science GPA at the end of their first year may apply.

Students with a B average may apply for the Human Science honor program anytime after the end of their first year. Students who successfully complete the requirements of the honors program will graduate with a Bachelor of Science in Human Science (Honors). Students are also eligible to complete the program with distinction, which would be indicated on the official transcript as Bachelor of Science in Human Science (Honors with Distinction).
Application to Human Science Honors: Prior to completing an application, the student should identify a thesis mentor. If a student chooses to work with someone other than one of the Human Science faculty mentors, then the student must determine a Human Science faculty member who will serve as the co-mentor for the thesis. The application from the student to the Human Science Faculty will include:

1. a proposed curriculum plan including Independent Research courses for at least one term, and the final Honors Thesis class
2. a description of the idea and general methodology of the proposed thesis work
3. a brief letter of support from the Human Science Faculty thesis adviser

The proposal should include a hypothesis, a research plan to answer the hypothesis, and the time frame in which the project will be completed. Proposals should be submitted to the Chair of the Human Science department.

Note: An honors proposal being submitted by a rising senior for the first time is due no later than August 15th prior to his/her senior year. The proposal will be considered and voted upon during the first faculty meeting of the academic year. All other (non-rising senior) students may submit their honors proposal at any time during the year which will be considered by the faculty at the next regularly scheduled faculty meeting.

Approval for Human Science Honors: The Chair will circulate the application to the Human Science Faculty, who will vote on the proposal.

Human Science Honors Curriculum: Human Science Honors students will meet all Human Science major curriculum requirements in addition to the research course sequence. A student working on an Honors project will enroll in a minimum of one Independent Study research course following approval of the honors project. Enrollment in Independent Study may occur at any time, although it is suggested that the student enroll sometime prior to his/her senior year. Enrollment in Honors Thesis (HSCI-370) the final term of the project is required.

B.S. IN HEALTH CARE MANAGEMENT & POLICY

Vision, Mission and Curriculum Overview

The mission of the Department of Health Systems Administration is to be a leading resource for the provision of high quality health services through education, research, and service that will improve health services and health care to the population.

The Objectives of the Department

- To have a highly qualified faculty who collaborate in an intellectually stimulating and collegial environment.
- To create an environment in which diverse students and faculty participate in advancing knowledge of health services provision.
To offer high quality, competency-based service, continuing, graduate and undergraduate programs that emphasize quality of care.

To maintain a collaborative and mutually beneficial relationship with the professional practice of health services administration.

To serve as a resource to Georgetown University, the School of Nursing & Health Studies, the Health Sciences Center and the MedStar Health System.

To reflect the Jesuit values of educating the total person for successful citizenship and service.

To serve the alumni of the programs as they achieve their career objectives.

The Mission of the Undergraduate Health Care Management & Policy Program

To provide the opportunity to develop the foundation of a career in health care through a well-designed liberal education, understanding the role of health in achieving quality of life, the role of high quality health services in protecting and promoting health, and the relationship between health policy and the health of the population.

The Objectives of the Undergraduate Health Care Management & Policy Program

To attract individuals to careers in health services administration and health policy analysis who are committed to making a significant contribution to quality health care as well as the health and the quality of life of the public.

To orient students to the full spectrum of career opportunities in health care systems and health policy, with an emphasis on the provision of high quality care.

To expose students to successful role models in practice and policy settings.

To provide fundamental background in the social, political, economic and technical forces that shape the provision of health services.

To provide basic competencies in the skills and ethical sensitivity that are essential for successful and meaningful careers in the field.

To provide practical learning experiences that enhance and integrate didactic learning.

To develop in students the appreciation and skills that are essential for life-long learning and development.

Website: [http://nhs.georgetown.edu/healthsystems/bachelors/mission/](http://nhs.georgetown.edu/healthsystems/bachelors/mission/)

The Healthcare Management and Policy curriculum builds on a liberal arts base and examines how health care systems and policy contribute to the health of individuals and populations. The program’s mission is to prepare graduates for careers in health care through a well-designed liberal education and an in-depth understanding of health services and health policy. To that end, all students take courses in Health Economics, the Politics of Health Care, Health Promotion and Disease Prevention, Epidemiology, Statistics, and Health Services Research. There are opportunities to take electives in other schools within the University, to minor in an area of interest, and to study abroad.
For students who select a concentration in Health Administration, the sequence includes Organizational Theory, Accounting, Budgeting and Fiscal Management, Health Law, Health Information Systems, Marketing, and Strategic Planning. The senior year includes a semester-long internship that focuses on quality of care under the preceptorship of an experienced executive. The internship provides the student with an opportunity to hone their analytical and leadership skills as they prepare for subsequent professional roles and/or graduate study.

For students who select a concentration in Health Policy Analysis, the sequence includes Health in a Free Society, US Political Systems, Analytical Methods in Policy Evaluation, and a series of policy electives that can be taken throughout the program. During the senior year there is a semester long internship and accompanying seminar in one of the many health policy organizations and agencies in Washington DC.

**HCMP Health Administration Track—Required Courses. Recommended Sequence (students should take into account pre-requisites and if courses are offered in the Fall or Spring):**

**First Year**
- Health Care in America
- Language of Health and Disease
- Probability and Statistics
- Microeconomics
- First Year Colloquium

**Second Year**
- Health Promotion/Disease Prevention
- Health Care Systems Economics
- Epidemiological Principles, Patterns, and Practices
- Health Services Research
- Delivering Care Across the Continuum
- Politics of Health Care

**Third Year**
- Managerial Ethics
- Accounting
- Information Systems
- Strategic Planning and Marketing
- Organizational Theory

**Fourth Year**
- Legal Environment of Health Care
- Management Systems
• Budgeting and Fiscal Management
• Health Quality Internship

CORE Requirements

• Writing: Writing and Culture and HALC — 2 courses
• Philosophy: Intro to Philosophy and Bioethics— 2 courses
• Theology: The Problem of God or Intro to Biblical Literature and any THEO course numbered 001 – 199 or any Catholic studies course cross-listed with theology— 2 courses
• General Psychology
• Intro to Sociology, Anthropology, Economics or Linguistics — 1 course
• Free electives equaling 32 total credits in any discipline

HCMP Health Policy Analysis Track—Required Courses Recommended Sequence (students should take into account pre-requisites and if courses are offered in the Fall or Spring):

First Year

• Health Care in America
• Probability and Statistics
• First Year Colloquium
• Microeconomics
• U.S. Political Systems

Second Year

• Health Promotion/Disease Prevention
• Health Care Systems Economics
• Epidemiological Principles, Patterns, and Practices
• Health Services Research
• Politics of Health Care

Third Year

• Health in a Free Society
• Policy Elective
• Policy Elective

Fourth Year

• Analytical Methods for Policy Evaluation
• Organizational Theory
• Policy Elective
• Policy Elective
• Health Policy Internship

**CORE Requirements**

- Writing: Writing and Culture and HALC — 2 courses
- General Philosophy: Intro to Ethics or Intro to Philosophy — 1 course
- Ethics: If general PHIL course was 010 (Intro to Ethics), 2nd should be PHIL 150 – 199; if 1st class was 020 (Intro to Philosophy), 2nd class should be PHIL 100 – 149— 1 course
- Theology: The Problem of God or Intro to Biblical Literature and THEO 014 – THEO 193 or THEO 011 may be used as 2nd course if THEO 011 was used as 1st — 2 courses
- History — 1 course
- Social Sciences (Anthropology, Economics, Government, Linguistics, Psychology, Sociology) — 1 course
- Free electives equalling 43 credits in any discipline

The timing of policy electives listed above is recommended, not required. Policy electives must be from the approved list or approved by faculty Advisor.

**Health Care Management and Policy Honors Program**

The Health Care Management and Policy honors program is designed to recognize students of Health Care Management and Policy with a proven record of achievement and to give them the opportunity to deepen their analytical skills. Students in the honors program will work under the guidance of a faculty member to analyze an issue of importance to contemporary health policy or management.

**Eligibility**

Students with a 3.5 overall GPA at the end of their junior year may apply for entry into the Health Care Management and Policy Honors Program. Application requires submitting a proposal for an honors thesis to the HCMP Honors Program Committee indicating the approval of a faculty advisor of the student’s choosing who is willing to supervise the honors thesis. The proposal must delineate the question to be researched and summarize how the question will be addressed in the student’s research, indicate any coursework that will be addressed in the student’s research, and indicate any coursework that will be required during the senior year to complete the honor’s thesis. For policy track students, this will be, at a minimum, HESY-472 Analytical Tools for Health Policy Evaluation. Management track students should identify comparable coursework appropriate for their thesis topics. The proposal should not exceed 8 pages. A panel of faculty will review the proposal and recommend whether or not the student can be admitted to the Honors Program. Proposals must be submitted by the last day of classes of the student’s junior year and finalized by May 31 of that year.

**Requirements for Successful Completion of the Honors Program**
Graduating with Honors in Health Care Management and Policy requires completion of all the requirements for the Health Care Management and Policy major, and completion of an honors thesis (HESY-313, 0 credits). A thesis submitted to fulfill the requirements for Health Care Management and Policy must be approved by the students’ honors thesis advisor, who will judge the thesis in terms of whether it (1) clearly articulates a research question or health policy or management issue, (2) uses appropriate methods to answer the question, (3) provides a rigorous and comprehensive analysis of the issue, and (4) discusses the significance of the thesis findings for policy and/or practice. Students must present their research at the Georgetown University Undergraduate Research Conference and orally defend it before the Honors Program Committee. Students may enroll in Honors Research I (HESY-311, Fall) and Honors Research II (HESY-312, Spring) for up to two credits per semester to conduct independent research for their thesis.

**Thesis Requirements**

HCMP honors theses must be thorough analyses of important issues in contemporary public policy or management-related to health or healthcare. These may use quantitative, qualitative, ethical, or other analytical approaches appropriate to the topic. Methods will differ depending on the policy or management issue, but a successful thesis will always consist of a rigorous application of the appropriate research and analytical methods. Theses will vary in length, but must be appropriate to answer the student’s research fully.

**B.S. IN INTERNATIONAL HEALTH**

**Vision, Mission and Curriculum Overview**

The mission of the Department of International Health is to be an academic leader in the field of international health and development, and to provide students a range of international health related learning opportunities and field-based research experiences.

**B.S. in International Health Objective and Curriculum Outline**

The first undergraduate program of its kind in the country, started in 2002, the Bachelor of Science in International Health degree responds to the growing need for well-qualified professionals able to deal with the health problems of developing countries and with the complex web of international institutions and initiatives that address the persistent health inequalities across the globalized world.

The International Health major provides a unique undergraduate education in the field of international health and development by providing both academic training in a variety of carefully selected health-related subjects and field-based research experience at premier research institutions in development settings.

The International Health curriculum blends public health and health systems management. Students study the interaction of environment, culture, and the political economy of health and development, and analyze how these relationships influence global health outcomes. Experts
from agencies such as the World Health Organization, the World Bank, Inter-American Development Bank, USAID, the Population Reference Bureau and other nongovernmental organizations participate in a variety of curricular activities.

Additionally, students gain field experience and apply fundamental classroom skills at health organizations through experiential learning opportunities.

During the first three years of the undergraduate program, students explore the biological sciences and fundamental concepts, frameworks, and topics in international health.

During this time, students will develop skills in public health research methods including epidemiology, data collection and statistical analysis which will prepare them for field research during their senior year practical experience abroad.

During their junior and senior years, students will also be able to focus on a variety of topics and current issues in global health, such as the HIV/AIDS pandemic, health care financing, access to medicines, communicable disease control and the impact of globalization on health.

During the course of the four-year program, students will develop critical thinking skills that they will apply in improving the health of the people with whom they are working.

**Student Learning Goals**

By the time students graduate with a major in International Health they will:

- Demonstrate the use of critical thinking in all aspects of their educational and professional endeavors.
- Apply fundamental principles and skills in conducting research in the field of international health.
- Assess how conditions in developing countries impact on people’s health status.
- Participate in community-based learning experiences that enhance and expand their classroom experiences.
- Examine through a critical lens what it means to be a global citizen in a world where there is considerable inequity in health.

**Learning Outcomes**

Students will be able to:

- Critically evaluate and analyze international health-related scientific studies, findings and reports.
- Design, manage, and evaluate independent field and policy research using research methodologies and evidence-based analysis.
- Evaluate the challenges and formulate appropriate strategies of providing health services in developing countries utilizing the theories and principles of public health and epidemiology.
• Immerse themselves in any community with professional, institutional, political and cultural awareness and understanding.
• Analyze the comprehensive determinants of global health inequity.

Website: [http://nhs.georgetown.edu/internationalhealth/bachelors/mission/](http://nhs.georgetown.edu/internationalhealth/bachelors/mission/)

**International Health—Required Courses**

**First Year**

• Intro to International Health
• Biochemistry and Human Functions
• Language of Health Disease
• Maternal/Child Health: Developing Countries
• Probability and Statistics
• First Year Colloquium

**Second Year**

• Epidemiological Applications to Population Health
• Political Economics of Health and Development
• Population, Demography and Development

**Third Year**

• International Health Promotion
• Microbiology
• Research Methods in International Health
• Internship I: Community Organization
• Comparative Health Systems
• Globalization and Health

**Fourth Year**

• International Health Practical Experience Abroad
• Internship II: International Organization

**CORE Requirements**

• Writing and HALC—2 courses
• Philosophy (one ethics, one non-ethics)—2 courses
• Theology—2 courses
• 3 courses, totaling 9 credits, from a preapproved list of international health electives
• Proficiency in one modern language through the intermediate level
• 11 free electives, totaling 33 credits, in any discipline
Semester Abroad

International Health students will undertake a semester long practical experience abroad during the fall of their senior year. Students conduct an internship focused on policy and research issues tailored to their particular site, usually involving the health of underserved populations. Prerequisites for the practical experience abroad include senior standing, good academic and disciplinary standing which requires a minimum GPA of 3.0, completion of core courses (INTH-182, INTH-177 and INTH-292), and faculty approval.

The record of each student who plans to participate in the practical experience will be reviewed by the international health faculty prior to departure. When the student does not meet the prerequisites for participation in the practical abroad experience or is otherwise unable to go abroad, he or she must complete a scholarly paper (6 credits), plus two additional courses, subject to the approval by the Department Chair, during the fall semester.

Language Requirement

All students majoring in international health in NHS must achieve proficiency in a modern language through the intermediate level. Placement exams are offered in most languages during New Student Orientation. Students who do not place above the intermediate level of a language on these placement exams can fulfill this requirement by completing courses in a modern language through the intermediate level.

Accelerated Master of Science in Global Health Program

Qualified undergraduate students in the International Health program have the opportunity to earn Bachelor of Science in International Health and Master of Science in Global Health degrees at an accelerated pace within five years by counting two graduate-level courses in the undergraduate program toward the graduate degree and enroll in two additional graduate courses. Students with a minimum GPA of 3.5 in the major are eligible to apply for the program no later than the end of their junior year.

Please see the Graduate School of Arts and Sciences Catalog for information and requirements of the Master of Science in Global Health program.

INDIVIDUALIZED PROGRAM OF STUDY

The Individualized Program of Study within the School of Nursing & Health Studies allows the exceptional student to design a coherent, progressive plan around an individualized theme related to health and health care. The Program is intended for those School of Nursing & Health Studies students who excel academically and who demonstrate a particular or interdisciplinary interest that cannot be adequately addressed through the School’s current majors or certificates. This proposal must be serious in purpose and rigorous in content and must take into account core requirements as outlined below. Students are also required to incorporate relevant NHS offerings into the curriculum design, which will include a senior research project culminating in a written thesis and an oral defense. The program is highly selective and is designed for those students.
with exceptional academic records, unusual academic needs and interests, and who possess personal and intellectual characteristics of curiosity and independent thinking. Students in good academic standing may propose an Individualized Program of Study at the end of the first year.

PRE-MEDICAL, MINOR AND CERTIFICATE PROGRAMS

Pre-medical Curriculum

The pre-medical curriculum is not a major in itself, but rather can be undertaken by any undergraduate student at Georgetown University, including students in degree programs offered by the School of Nursing & Health Studies. NHS students interested in pre-med or pre-professional studies should seek appropriate advising from their NHS academic advisor. Students interested in attending medical school also usually work with the Georgetown Pre-Medical Recommendation Committee, of which NHS is a full participant. To qualify for a review from the Georgetown Pre-Medical Recommendation Committee, a student must have completed all core pre-med coursework, including one year each of

- Biology (Human Biology for NHS students)
- General Chemistry
- Organic Chemistry
- Physics
- Mathematics

All of these courses must be taken as real college coursework (except for Mathematics where one semester of AP credit may be used). Non-majors coursework is not included. Summer school credit (Georgetown or elsewhere) may be used if a full load (15 credits) is pursued during the academic year, especially if the student is working towards other curricular objectives, such as study abroad or completing a certificate or a minor. At least 32 credits of major-level math/science must be taken at Georgetown. Transfer students and post-baccalaureate students are expected to meet this 32-credit requirement even if they have completed all or some of the core pre-med coursework elsewhere.

Nursing majors taking pre-medical requirements will substitute two semesters of general chemistry with biochemistry and will take two semesters of organic chemistry, calculus I, and two semesters of physics. Health Care Management & Policy, International Health, and Nursing majors should expect that completion of this program option may require summers and/or additional time beyond four years of study. Students need to have a strong background and high aptitude in science and math.

The School of Nursing & Health Studies, along with the other schools of the University, has an agreement with the Georgetown Medical School whereby a select number of students, at the end of their sophomore year, may be assured admission to the Medical School, contingent upon satisfactory completion of the junior and senior year coursework. The program is designed to encourage exceptionally well qualified students to undertake ambitious academic programs with a degree of certainty about eventual admission to medical school. In addition, students admitted through this program are not required to take the MCAT.
Students interested in preparing for dental, physical therapy, law, and graduate school will integrate prerequisite courses within their curriculum.

**Minor in Public Health**

This minor approaches health from an interdisciplinary perspective to promote the health and well-being of all individuals. The minor will draw from the existing expertise of faculty in human science, nursing, international health, and health systems administration. The establishment of this minor supports the efforts of the Institute of Medicine, the Association of American Colleges and Universities, and Healthy People 2020 to educate undergraduates on public health issues. The minor provides a core of knowledge that will prepare the student for further study and scholarship in the field. The minor presupposes foundational content in human biology or language of health and disease.

The public health minor will require students to successfully complete 18 credits of coursework. Please note that courses required by a major as part of the course of study may not be used towards the minor. Students must register for the minor with the NHS Office of Academic Affairs. They will be assigned a mentor by the associate dean for academic affairs. The mentors form the public health advisory committee.

Required courses for the minor include:

2. Epidemiological Approaches to Population Health (INTH-177), 3 credits or Epidemiological Principles, Patterns, and Practices for Healthcare Management and Policy (HEST-184), 3 credits
3. Electives: Students must select electives from two or more areas of concentration for a total of 9 credits. Your academic advisor or faculty mentor can direct you to the electives to fulfill this requirement. Please be sure to check the course schedule to determine offerings as all courses are not offered every semester. Electives selected must not be a requirement for the major.

The culmination of the minor is Population Health Capstone (HEST-460), 3 credits (prerequisites: a course in research and a general course in ethics). To provide students with an opportunity to integrate diverse experiences and knowledge about public health, this final capstone seminar will serve as a forum for students to learn from one another and, will require a service-learning project at one of the many organizations in the Washington metropolitan area concerned with public health. Students will attend a two-hour seminar each week and will complete a 40-hour service learning project component.

**Minors in Human Science**

The Department of Human Science in the School of Nursing & Health Studies offers undergraduate students minors in Environmental and Occupational Health and in Health Promotion.
The Environmental and Occupational Health minor allows interested undergraduate students from all majors to build a concentration of courses to explore the ways in which environmental and occupational exposures impact human health. Students will apply the fundamentals of developing, implementing, and assessing preventive interventions in community or workplace settings. The minor prepares students for occupational and environmental health practice as well as for further graduate work in public health, medicine, environmental management, industrial hygiene, and related fields.

The minor in Health Promotion will provide students from the other NHS departments with an understanding of the variety of contributing factors to healthful functioning and would be appropriate for those students interested in fields such as health science education, health science policy and public health.

Environmental and Occupational Health

A minor in Environmental and Occupational Health requires core courses and five Human Science elective courses as outlined below.

The prerequisites for the minor include:

- Language of Health and Disease (HSCI-100) or Human Biology (HSCI-101 and 102, or similar courses)
- Biochemistry and Human Functioning (HSCI-111) or General Chemistry (CHEM-001 and 002)

The following is required:

- Health Impacts of the Environment (HSCI-332)

One of the following laboratory courses:

- Occupational Health (HSCI-418)
- Environmental Management (HSCI-415)

Three additional courses from the following may be selected for completion of the minor:

- Genetics in Health and in Disease (HSCI-355)
- Occupational and Environmental Toxicology (HSCI-440)
- Environmental Justice (HSCI-419)
- Epidemiology (includes environmental examples) (HSCI-184)
- Environmental Science, Law and Policy (HEST-362)
- Probability and Statistics (MATH-040) or Introduction to Mathematical Statistics (MATH-140) or Statistics with Exploratory Data Analysis (MATH-006)
- Environmental Health and Urbanization (INTH-440)
- Water in the Environment (STIA-414)
- GIS in Environment and Health (STIA-441)
Beyond Conflict (ANTH-421)

Undergraduate students interested in obtaining a minor in Environmental and Occupational Health must submit a proposed plan to the E/OH Minor Director within the Human Science Department. This plan should include a list of the prerequisites and electives that will be taken to fulfill the minor requirements. Students who wish to have the prerequisites waived should arrange to meet with the program director to review equivalent prior work.

*Students who are required to take these courses for their major cannot count them towards the minor.

Health Promotion and Disease Prevention

A minor in Human Science: Health Promotion requires core courses and four Human Science elective courses as outlined below.

The required prerequisites for the minor include: HSCI-100 or HSCI-101, 102 or equivalent; and HSCI/HESY-160: Health Promotion and Disease Prevention (3 credits).

Four additional elective courses from the following may be selected for completion of the minor:

- Human Machine (HSCI-050)
- Nutrition/Disease Prevention (HEST-112)
- Population Health Concepts and Contemporary Issues (HEST-195)
- Community Health Leadership (HSCI-200)
- Group Dynamics in Health Promotion (HSCI-205)
- Sexual Health Issues (HSCI-221)
- Crisis Management in Healthcare (HSCI-222)
- Exercise Physiology—lab course (HSCI-225)
- Evidence of Wellness (HSCI-308)
- Human Science Independent Research (HSCI-311)
- Health Impact of the Environment (HSCI-332)
- Or courses approved by the Human Science, Health Promotion Coordinator

Undergraduate students interested in obtaining a minor in Human Science: Health Promotion must submit a proposed plan to the Coordinator for the minor. This plan should include a list of the prerequisites and electives that will be taken to fulfill the minor requirements.

International Experiences Abroad

There are multiple options for NHS students to study abroad. The options, however, depend on the student’s major, academic background, and placement in the curriculum. All Georgetown University students participating in Georgetown study abroad programs pay full Georgetown tuition for the semester. Some need-based scholarships are available. NHS students may also choose from over 130 programs approved by Georgetown University in every region of the
world. Admissions standards vary by program, but students should maintain at least a 3.0 to be considered for most programs.

NHS students interested in studying abroad should begin planning early. They should review options open to NHS students and then visit the Resource Center in the Office of International Programs (OIP). In their research, students should take into consideration such things as the course offerings for specific sites, curricular needs, academic background, and language of instruction. Once students have narrowed their options, they should meet with the regional advisor in OIP as well as their advisor in the NHS Office of Student Academic Affairs.

R.O.T.C.

Qualified applicants may be admitted to the Reserve Officers Training Corps of the United States Army, which supports a unit on the Georgetown Campus. Students complete the nursing major as well as required courses in military science. Graduates serve as commissioned officers in the U.S. Army Nurse Corps for their obligation period, with consideration of choice of location and clinical assignment. Air Force and Naval units are available at neighboring institutions. For further information, please refer to “Expenses and Financial Assistance, III. Student Financial Services” section in this Bulletin.

APPLICATION FOR THE DEGREE

Degrees are awarded three times a year: in May, August, and December. Seniors must file an application for the degree in the NHS Office of Student Academic Affairs. The last day to file for a May degree is February 1; for an August degree, August 1; for a December degree, November 1. Failure to apply for the degree may necessitate the postponement of graduation.

Diplomas are distributed at Commencement in May. Those students who graduate in August may participate in the previous May Commencement. Those who graduate in December may participate in the following May Commencement. Student may elect to have their diplomas mailed to their homes in the summer following the completion of the degree.

Second Degree students who complete their coursework in the fall semester may participate in the December completion ceremony. These students may also participate in the Commencement ceremony held in May.
MISSION STATEMENT OF SCS

In keeping with the historic mission of Georgetown University, the School educates students to become more reflective, active, purposeful citizens who strive to improve themselves and our shared world, embodying Georgetown’s Catholic and Jesuit values and heritage and respecting the principles and traditions of each individual.

HISTORY OF SCS

The School of Continuing Studies (SCS) at Georgetown was founded in 1956 as the Georgetown University Summer School. The name of the school was changed to the School for Summer and Continuing Education in 1971. Liberal Studies, the oldest degree program within the School, was launched in 1974, offering the Bachelor of Arts in Liberal Studies (BALS) and the Master of Arts in Liberal Studies (MALS) to part-time and non-traditional students interested in interdisciplinary education. The Doctor of Liberal Arts (DLS) began in fall 2005.

In addition to these degree programs, the Center for Continuing and Professional Education (CCPE) offers a variety of non-credit learning options, including open enrollment courses, professional certificate programs, and customized corporate programs in communication, leadership, management, and technology. CCPE combines Georgetown’s traditions of academic rigor and ethical leadership with instruction from leaders in industry, government, and academia.

For over 50 years, the School of Continuing Studies has fulfilled Georgetown University’s mission of educational outreach and inclusivity by offering a wide range of educational options to a diverse community of students and professionals. The School offers more than 600 courses, undergraduate and graduate degrees, and advanced professional certificates.

The School oversees the undergraduate and precollege programs described below.

**Semester in Washington**

The Semester in Washington, D.C. program is a cohort-based application program that allows students from other academic institutions to study and intern for a semester, earning undergraduate academic credit while exposing students to the expansive resources of Georgetown University and Washington, D.C. Through internships, on-site visits, and guest speakers from Capitol Hill, federal agencies, corporate firms, non-and for-profit organizations, Semester in Washington students gain theoretical insights and experience their practical applications. This exposure provides a unique perspective on current trends and challenges in areas like American politics, international relations, international commerce and trade, journalism and law.

**Summer Study at Georgetown**

Each year, Summer at Georgetown University offers more than 250 courses and more than 25 programs for high school, undergraduate, graduate, and continuing education students.

Enrollment in summer courses is open to: (1) newly admitted or matriculated Georgetown undergraduate and graduate students in good standing with permission of their academic deans; (2) undergraduate and graduate students in good standing at other colleges and universities; (3) high school students who have been admitted through the Summer College program; (4) foreign students who can provide documentation of a TOEFL score of 550 and above or 600 for Linguistics courses; and (5) individuals whose educational background and experience qualify them for the courses they wish to take.
The School offers three distinct summer sessions: the presession, first session, and second session. The presession, which starts in mid-May, allows students to take courses during a four week period. Because of the presession’s compressed and intensive nature, students are permitted to take only one course. The first and second summer sessions run consecutively, the first beginning in June, the second in early July; each session lasts five weeks.

**Summer Programs for High School Students**

The School of Continuing Studies offers a diverse series of programs for high school students. Students can participate in non-credit programs from eight days up to three weeks, depending on the programs. The School of Continuing Studies offers the following non-credit programs: Medical Institute; American Politics; College Preparatory; Creative Writing, Entrepreneurship; Forensic Science; International Relations; Broadcast Journalism; Law Institute; Leadership; Medicine; National Security and Counterintelligence; Sports Industry Management.

The School of Continuing Studies also offers the following credit programs during the five week Summer Sessions to high school students: Summer College I; Summer College II; Fundamentals of Business, English, Economics, Law, Medicine and American Government.

**ACADEMIC POLICIES AND PROCEDURES FOR VISITING STUDENTS**

All of the credit and degree programs within the School of Continuing Studies are application-based. Acceptance to one undergraduate program within the School does not guarantee or imply acceptance into another undergraduate program within the School or University. Specific student handbooks and policies have been developed to reflect the unique undergraduate populations (such as part-time, non-traditional, or visiting students) served within the School of Continuing Studies. Students in these programs should refer to their program handbook for policies that govern their study (http://scs.georgetown.edu/academic-affairs/student-handbooks).

**BACHELOR OF ARTS IN LIBERAL STUDIES**

The Bachelor of Arts in Liberal Studies (BALS) was designed for non-traditional students interested in an ethics-based interdisciplinary education. The BALS program helps students build a multidimensional understanding of a complex world. Courses explore topics related to major themes in both academia and life in general: the human and the divine; the individual and society; individual identity; gender; exercising and challenging authority; ethics; and justice. Curricular fields are interdisciplinary in nature. Students can choose individualized study or select one of fourteen fields: American Studies, Catholic Studies, Classical Civilizations, Communications, Entrepreneurship, Humanities, International Affairs, Leadership, Literature and Society, Organizational Leadership, Religious Studies, Social/Public Policy, Theory and Practice of American Democracy, and Urban Analysis and Community Development.

**Admissions**

The program is designed to meet the unique needs of working adults, with stimulating classes held in the evenings and on Saturdays. Students can complete their entire degree part-time and
without ever setting foot in a classroom during traditional working hours. Acceptance to the Bachelor of Arts in Liberal Studies program does not guarantee or imply acceptance into another undergraduate program within the School or University. Students admitted to the Bachelor of Liberal Studies program, who wish to transfer to one of the four undergraduate schools, must apply through the Office of Undergraduate Admissions.

A student is officially admitted when a letter of acceptance has been received and registration has been completed. All new students must attend New Student Orientation and register online prior to the beginning of their first semester on the designated date for that term.

**Academic and administrative policies**

Students are responsible for familiarizing themselves with all academic and administrative policies, procedures, and deadlines. Questions about any policies should be directed to the B.A.L.S. Associate Dean or to the SCS Office of Academic Affairs & Compliance. In addition to the B.A.L.S. policies described below, additional academic and administrative policies, procedures, rights, and responsibilities (including the Code of Student Conduct; the Honor Code; Disability Support; Immunization Requirements; Tuition Refund Guidelines; and others) that apply to all SCS and University students can be found online at: [http://scs.georgetown.edu/academic-affairs/student-handbooks](http://scs.georgetown.edu/academic-affairs/student-handbooks).

**Transfer Credit**

Many B.A.L.S. students have already completed some college study, and Georgetown is pleased to offer transfer credit for as many as 64 credits. An admitted student should have received notification of the program’s transfer-credit decisions with notification of admission.

Transfer credit ordinarily is not awarded for study at other institutions after you have started study at Georgetown. In unusual circumstances—such as taking a course not available at Georgetown—an exception to this policy may be granted, but you must consult with the B.A.L.S. program in advance. In addition, students sometimes seek to take summer classes at institutions outside the Washington DC area. Consult with the B.A.L.S. program before registering for such classes, so you can be sure that they will apply to your academic program.

**Advanced Placement/CLEP Credit**

The B.A.L.S. program offers Georgetown credit for students who have completed certain Advanced Placement examinations and College Level-Examination Program examinations with qualifying scores. These credits count against the 64-credit maximum for transfer credits. In awarding credit for Advanced Placement, the B.A.L.S. program follows the standards outlined in the university’s Undergraduate Bulletin. Credit for CLEP examinations is offered only for scores equal to a course grade of B or higher. Please note that it is the student’s responsibility to arrange for the College Board to send the AP or CLEP scores directly to the B.A.L.S. program; AP or CLEP scores listed on another college’s transcript will not be evaluated.

**Military Training**
The B.A.L.S. program follows recommendations from the American Council on Education to grant transfer credit, on a case-by-case basis, for certain military training. The student should have the AARTS or SMART transcript sent directly to the B.A.L.S. program office for evaluation. These credits count against the 64-credit maximum for transfer credits.

**Part-time Student Status**

Inasmuch as this program is designed for adult students with existing occupational and/or family responsibilities, the normal course of studies each semester, including the summer semester, is three to six credits, or one to two courses. With special permission of the B.A.L.S. program, a student may enroll in more than 11 credits. In some cases, capacity limits may restrict the school’s ability to permit students to take more than 11 credits in a semester.

Prospective students on J-1 or F-1 student visa status may not apply for admission to the part-time Liberal Studies Degree Program.

**Academic Advising**

The B.A.L.S. program offers extensive academic advising for students in the program. Completing the undergraduate degree can be a challenge for students who are working full-time jobs, must juggle family responsibilities, and have extensive prior college study. The advising staff of the B.A.L.S. program helps students make wise choices in their academic programs and to navigate through difficulties that they may encounter.

Advising of all B.A.L.S. students is handled by the Assistant Dean for B.A.L.S., who is located in the SCS Office Suite at 640 Massachusetts Avenue. Approval of student petitions for overloads, non-B.A.L.S. coursework, and leaves of absence should be submitted to the Assistant Dean as well.

Students are encouraged to develop advising relationships with B.A.L.S. faculty members as well.

Incoming students are encouraged to make an appointment to meet with the Assistant Dean as soon as possible after they receive notice of admission. During the orientation process, incoming B.A.L.S. students are administered assessments in their reading and writing skills.

Continuing students are encouraged to meet with the Assistant Dean at least once each semester prior to the start of preregistration for the following semester’s courses. The Assistant Dean also is available to meet with students who are encountering difficulty in their studies. As needed, the Assistant Dean may refer individual students to support services throughout the university, including the Academic Resource Center, the Writing Center, the Career Center, and Counseling and Psychiatric Services.

Students with disabilities are strongly encouraged to contact the Academic Resource Center before the start of classes to allow that office time to review their documentation and to make recommendations for appropriate accommodations, including note takers, books on tape,
extended time on tests, interpreting services and enlarged texts, among others. There is a procedure for requesting an accommodation as well as a list of possible accommodations available.

Each semester, the B.A.L.S. program offers a Writing Boot Camp to help students hone their research and writing skills. Throughout the semester, the B.A.L.S. program offers a variety of other study-skills and career-development programs that can further assist students. Students are strongly encouraged to take advantage of these support programs.

**Learning Objectives**

A graduate of the B.A.L.S. program will be able to:

- formulate and defend a coherent intellectual argument in oral and written form;
- collect, assess, and synthesize evidence relevant to an issue or question;
- act with intellectual integrity;
- identify and evaluate the ethical dimensions of an issue;
- describe principal elements of the Western intellectual tradition;
- apply the Western intellectual tradition in analyzing current issues;
- identify the key intellectual contributions of non-Western societies;
- relate the principal academic tenets of the student’s chosen degree concentration.

**Core courses**

The 13 core courses provide the foundations for successful undergraduate study from the liberal studies perspective. The bulk of the core courses is comprised of a set of 10 interdisciplinary courses that will acquaint you with the evolution of Western civilization from ancient times to the third millennium.

The core courses are:

- BLHS-100: Introduction to Ethics
- BLHS-101: Introduction to the Social Sciences
- BLHS-102: Greeks and Romans
- BLHS-103: Biblical Literature and the Ancient World
- BLHS-104: Medieval Thought and Culture
- BLHS-105: Faith and Reason in the Middle Ages
- BLHS-106: The Renaissance
- BLHS-107: The Early Modern World
- BLHS-108: Enlightenment, Revolution and Democracy
- BLHS-109: The Nineteenth Century
- BLHS-110: War and Peace
- BLHS-111: The New Millennium
- BLHS-120: Writing in an Interdisciplinary Environment
Detailed descriptions of the course are available online in the university’s course catalog at http://courses.georgetown.edu.

A student’s first core course should be one of the following:

- BLHS-100 (Introduction to Ethics),
- BLHS-101 (Introduction to the Social Sciences),
- BLHS-102 (Greeks and Romans), or
- BLHS-103 (Biblical Literature and the Ancient World).

Also, all new B.A.L.S. students should plan to take BLHS-120 (Writing in an Interdisciplinary Environment) during the first two semesters.

Human Values

Of the concentration courses, one must be a core course in the concentration, and a second must be either a core course in the concentration or a human values course in the concentration.

Concentrations (Curricular Fields)

American Studies

Three major dimensions of American culture are explored through American Studies: the historical origins and development of the nation; the political and philosophical ideas which brought about the United States Constitution and an evolving political system; and the religious beliefs, cultural traditions, and literary texts which, for more than three centuries, have shaped the nature and direction of American society and civilization. The goal is for students to develop a critical, balanced, and integrated view of American life and society, and in the process to answer the question posed by Hector St. John de Cceoecur in the eighteenth century, “What, then, is the American, this new man?”

Catholic Studies

Courses in Catholic Studies focus on both the theological and the cultural dimensions of Catholicism, showing the connections between Catholic faith and life. Students explore the theological development of Catholicism from the biblical world through major thinkers of the past to contemporary thought. They also examine the many ways in which Catholicism has shaped a view of God, world, and human experience as manifested in art, literature, ethics, and spirituality.

Classical Civilizations

Classical Civilizations explores many aspects of the ancient Mediterranean cultures of Greece and Rome which present a continuous, constantly developing tradition from the earliest surviving poetry (Homer, about 800 B.C.E.) to the rise of Medieval Europe some 1500 years later. Included are history, literature, art history and archaeology, philosophy, and myth. From
this variety of disciplines the goal is a synthesis leading to a more comprehensive view of culture itself, and to an understanding of how ancient Greece and Rome have so profoundly influenced Western thought, art, and politics.

Communications

Communications provides students with a broad foundation in the basic skills and knowledge required for success in a wide variety of mass communications related professions. It promotes an understanding of the complexities of the communications industry and introduces students, through interdisciplinary study, to the major roles found in the communications industry. Students take courses in general communications, journalism, media studies, and public relations.

Entrepreneurship

In today’s ever-changing business climate the Entrepreneurship concentration provides students a strong foundation to become leaders within their local, national and international communities. This concentration will address the human and social factors that shape innovation and entrepreneurship through courses based in leadership and social justice. At the same time, students will build a solid base of practical business knowledge from identifying business opportunities, to the application of accounting, marketing, finance and management skills.

Humanities

In Humanities, students have the opportunity to shape an integrated, interdisciplinary program of study in art, philosophy, theology, literature, and history. In the course of their studies they will come to appreciate the distinct ways in which each discipline seeks to know and reflect the world in which we live. At the same time they will examine and evaluate the enduring insights of these disciplines in an effort to answer for their own lives the abiding private and public questions no person should escape or avoid.

International Affairs

International Affairs courses assist the student in forming a critical awareness of the complexity of issues in foreign policy and international affairs and an ethical framework for making informed decisions about these issues. Besides examining basic value conflicts in international relations such as questions about war and peace, human rights, nationalism and democracy, courses will be offered in international politics, business, economics; defense issues; the developing countries; and special geographic regions.

Leadership

Leadership focuses on the analytical and practical skills necessary for effective leadership. The integration of practical skills with moral purpose is the defining characteristic. The concentration emphasizes leadership in organizations, whether business, nongovernmental, or governmental, while the educational focus is on developing the leadership capabilities of individuals. Courses
are organized around theories of leadership and motivation, team and group dynamics, critical thinking, and ethical decision making.

Literature and Society

Literature and Society offers courses on traditional historical periods, major authors, and the genres of literature. Grounded in a careful reading of texts, the courses also offer students the opportunity to explore the relationship of literature to such disciplines as art, film, theatre, photography, theology, and cultural history. These courses give particular attention to the human values implicit in literature.

Organizational Leadership

The Organizational Leadership concentration provides an interdisciplinary and holistic approach to developing skills in managing and leading within an organizational context. Students develop their skills in negotiating, managing workplace diversity, resolving conflict and setting strategic goals. This concentration builds practices needed to compete in today’s competitive business environment.

Religious Studies

Through a variety of courses in the field of Religious Studies, students are invited to deepen their understanding of religion by asking such questions as, Why have humans been so habitually religious? Is religious understanding compatible with reason and science? Can one retrieve anything of significance from ancient religious texts and traditions? What is the relationship between religion and culture? What is theology? What is the status of Christian, Jewish, Muslim, and other kinds of theology in a religiously plural world?

Social/Public Policy

Social/Public Policy courses analyze the political process; the role of government, private and public organizations/institutions in public policy decisions; national problems such as crime, poverty, and social inequality; and issues such as the role of the media, the intelligence community, and the impact of war. Special attention is focused on scientific discoveries and technological innovations that dramatically affect every aspect of society’s choices regarding science and technology including issues such as bioethics, computerization, privacy and genetic engineering.

Theory and Practice of American Democracy

History, philosophy, and social science combine in this field of Theory and Practice of American Democracy to describe the origins and distinctive character of the American form of democracy; to analyze the political processes by which the consent of the governed is achieved; to confront issues which reflect the ever present struggle to make democracy work for all elements of the society; to consider the continuing influence of the Constitution on American society and
movements for change or reinterpretation; and to review institutional or international influences on government such as the media and foreign relations.

**Urban Analysis and Community Development**

This interdisciplinary concentration provides students with the knowledge, skills, and experiences to better appreciate the challenges and opportunities facing people in urban areas. One goal is to understand oneself in the context of the larger community. A second is to explore the range of communities found in postindustrial and developing countries. A third is to provide a vision of social justice to guide social change so that people work together in constructing communities to make them more just, equitable, and humane. Students learn qualitative and quantitative methods and theoretical frameworks.

**Electives**

In addition to completing the core and concentration, a student must complete 21 credits (7 three-credit courses) in B.A.L.S. courses outside of the student’s concentration. The student’s concentration and electives courses together must include two courses in non-Western studies.

**Other Georgetown Courses**

With the approval of the B.A.L.S. program, students in the B.A.L.S. program may take a limited number of courses from other units of Georgetown University. Ordinarily these will count toward the electives requirement unless otherwise approved by the program.

**Independent Study**

A B.A.L.S. student may design an independent study project with any willing Georgetown faculty member. Instructions and forms are available at the B.A.L.S. program Web site. The completed proposal must be submitted to the B.A.L.S. program at least one week before the first day of class.

**Courses at Other Institutions**

B.A.L.S. students may take a limited number of courses at other Washington DC educational institutions. The student pays the usual Liberal Studies tuition rate, to Georgetown, for such arrangements. Information on the [Washington Consortium](#) is available in this Bulletin, and the necessary forms are available from the B.A.L.S. office.

**Thesis Option**

Optionally, a student may complete a thesis, which counts toward credits required in the concentration. The student must have a minimum letter grade average of C and a cumulative grade point average of at least 2.0 quality points.
There is no across-the-board minimum length for a BALS thesis. The thesis should be a substantial work exceeding the length of customary term papers. The appropriate length will be determined by the faculty mentor, with the approval of the associate dean, taking into account the content of the thesis.

The student’s Thesis Committee is made up of the thesis mentor chosen by the student, the student’s Thesis Proposal Workshop professor, and the Associate Dean. Successful completion of the thesis proposal and its approval will result in a Pass (“S”) grade for the Workshop. Students who must Withdraw (“W”) from the course or Fail (“U”) the course may only register for the course one more time.

Before writing the thesis, the student completes the Thesis Proposal Workshop in the semester in which the student plans to prepare and submit for approval a thesis proposal (the semester before the student enrolls in the Thesis Research/Thesis Writing courses). This is a non-credit, zero-tuition course. Please note: The Thesis Proposal Workshop taken in conjunction with a three-credit course constitutes half-time status. During this Workshop the student joins with other students and the professor offering the Workshop to do the research necessary to create a statement of the nature, purpose, theme of the thesis; an outline of its parts; and a schedule of accomplishing these goals and completing the thesis.

Following the approval of the thesis proposal, a student registers in the three-credit Thesis Research/Thesis Writing courses offered during the fall or spring semesters. Enrollment in these two courses constitutes half-time status. The Thesis Writing course is the final three-credit course for Bachelor’s candidates who choose the three-credit thesis option. Students must also register at the same time for the Thesis Research course, which is for 0 credits, $0 tuition, and carries no grade. The Thesis Writing course is for the actual production of the thesis and carries three credits with regular semester tuition charges and is assigned a letter grade by the student’s mentor reflecting the work on the thesis.

All theses not completed during the first term in which the student enrolls in the Thesis Research and Thesis Writing courses MUST be submitted and accepted by the established deadlines of the following semester (fall or spring, summer not included).

Thesis final deadlines are: May 1 for students enrolled in Thesis Writing/Research in the Fall semester Dec. 1 for students enrolled in Thesis Writing/Research in the Spring semester Failure to complete the thesis by the final deadline results in the grade of “F” for the course and termination of degree candidacy. (If these dates fall on a weekend, the following Monday will be the deadline.)

Undergraduates who receive an “N” for the first semester of the thesis course may request a letter from the Pro-gram Director explaining their student status so that they may continue using the library.
Degree Audit

At least annually, each student also is encouraged to review his or her Degree Audit, a computerized analysis of the student’s progress toward the degree that will indicate which requirements remain to be completed. The Degree Audit is available on MyAccess. Every B.A.L.S. student majors in liberal studies, and each must also have a concentration. An admitted B.A.L.S. student is initially enrolled in the concentration that he or she declared in the admissions application. The student can change concentrations at any time by supplying written notice to the Assistant Dean. It usually is prudent to first meet with the Assistant Dean to consider whether changing concentrations will necessitate additional coursework by the student.

Degree Conferral Time-line

In addition to completing the Core courses and Concentration requirements, all students must complete 120 credits with a cumulative GPA of 2.000 or better to qualify for graduation. In some cases, students may need to complete more than 120 credits in order to satisfy all Core and Concentration requirements. The B.A.L.S. degree must be completed within 10 years of first registration. The B.A.L.S. program can grant extensions with documentation of exceptional circumstances; however, students must submit requests for such extensions in advance or risk being withdrawn from the program.

Enrollment Requirements

Due to federal regulations, a B.A.L.S. student who does not register for class in either fall or spring semester will be involuntarily withdrawn from the program. A student can avoid withdrawal by instead requesting a leave of absence during a fall or spring semester. Contact the Assistant Dean for information on requesting a leave of absence and for deadlines for requesting return from leave. The student is well advised to consult with the Office of Financial Aid on the consequences of a leave of absence.

Please Note: The above policy does not apply to summer semesters. Students need not request a leave in order to avoid taking classes during summer.

Academic Integrity

See the description of the Georgetown University Undergraduate Honor System in the Academic Regulations section of this Bulletin.

Academic Actions: Probation

If a student fails one course during a semester, the student is automatically placed on probation and remains in that status until the terms of the probation are satisfied. In addition, a student will be placed on probation if his/her cumulative quality index is below 2.0 at the end of any academic semester. A student remains on academic probation until a minimal cumulative 2.0 GPA is achieved.
• Academic actions: Academic dismissal (degree candidacy terminated)
• Academic dismissal is determined on one of two grounds: academic integrity or academic ineligibility.

**Academic Ineligibility**

For students in the B.A.L.S. Program, earning one “F” in a semester while on probation, two “F’s” in any one semester regardless of previous record, or at any time an accumulation of three “F’s” results in academic dismissal.

**Dismissal Appeal and Readmission after Dismissal**

A student who has been dismissed for academic reasons should not expect to be readmitted at a later date. In very rare cases, however, when in the judgment of the B.A.L.S. Dean there is clear evidence of probable future academic success, a written application from the student for readmission may be considered. In those cases, the dismissed student may submit a written appeal to the Associate Dean of Academic Affairs & Compliance who will then refer the case to the B.A.L.S. Standards Committee comprised of three faculty members. This appeal procedure is not to be used for the circumvention of standard requirements or Program policies (e.g., grade point average and thesis requirements), but is instead designed to deal with exceptional, documented cases. Students should consult with the B.A.L.S. Associate Dean about the types of materials to submit in their appeal applications.

The student must present his or her grounds for appeal to the Associate Dean of Academic Affairs & Compliance, in writing, within 60 days of the date of the termination of degree candidacy notification. The Associate Dean will forward the materials to the Standards Committee. The Standards Committee reserves the right to make its judgment based on the written materials alone. If the materials so warrant, a formal hearing may also be held. The recommendation of the Committee to grant or deny the student’s request for readmission will be forwarded to the Associate Dean of Academic Affairs & Compliance who will then notify the student. The Committee may also recommend that the student complete additional steps for an appeal to be considered (such as successfully completing certain courses elsewhere to demonstrate academic commitment). All decisions rendered are considered final and without right of further appeal.

**Course Grade Appeal**

Liberal Studies faculty members have been chosen due to their unique experience and expertise in their respective fields. As such, SCS strongly believes in the authority of its faculty to determine the academic merit and grades of their students. While students may request a review of their final course grade in the steps outlined below, they should also keep in mind that the faculty member is considered the academic and professional expert in determining their grade. In the case of all grade appeal reviews, the student should be aware that the re-evaluation of the grade could lead to the grade being raised, sustained, or lowered.
The grade appeal procedure is not set up to address allegations of discrimination (please see the “Non-Discrimination Policy” under “University and Program Policies” in this Handbook). However, SCS takes all such allegations very seriously and advises that students who believe they have been discriminated against make a formal complaint through the Office of Institutional Diversity, Equity, and Affirmative Action (202-687-4798; ideaa@georgetown.edu). The Grievance Procedure and Discrimination Complaint form can be found at http://ideaa.georgetown.edu/policies/.

In the event that a student would like to appeal the final grade received for a course, the following steps are to be taken:

1. Students should first seek an explanation for the grade through a discussion with the instructor. This process must begin no later than 30 days after the beginning of the semester following that semester in which the contested grade was received. Students should bring copies of the course syllabus and all graded assignments with them to their meeting with the instructor so that they can discuss all aspects of their grade and how it was calculated and recorded. The syllabus should serve as a guideline with the understanding that instructors can make amendments to their syllabi during the semester (adding or deleting assignments, for example, or changing a percentage allocation for an assignment under unusual circumstances) if needed as long as all students in the course are held to the same academic standards.

2. If, after speaking with the instructor, the student still believes that the final grade was incorrectly assigned, s/he may then appeal in writing to (a) the Associate Dean if the course is specific to the B.A.L.S. program (BLHS/BLHV) or (b) the Chair of the department offering the course if the course is taught outside of the program (such as a HIST or PHIL course). In the case of (b), the student should copy the B.A.L.S. Associate Dean on his/her correspondence to the department Chair.

At this level of appeal, the student should supply a copy of the syllabus, relevant emails, and copies of all graded assignments. This process must begin no later than 60 days after the beginning of the semester following that semester in which the contested grade was received. The course instructor may also be contacted by the Associate Dean or Chair for additional information. Upon completion of this review, the Associate Dean or Chair may decide (1) that there is no basis for the appeal and the original grade will be upheld or (2) that the appeal warrants further review by a faculty committee. In the case of B.A.L.S. course (BLHS/BLHV) appeals, this committee is comprised of three faculty members who have taught within that program. If a committee is called, the Associate Dean will name a chair of that committee and all members will review the information and assignments and then make a formal, written recommendation to the Associate Dean. In re-evaluating the student’s work, the committee can recommend to raise, sustain, or lower the grade. The Associate Dean of the program will make a recommendation to the Senior Associate Dean for Academic Affairs & Compliance. In the case of courses taught outside of B.A.L.S., SCS will follow the grade appeal procedures determined by the relevant department Chair and Georgetown School.
3. If, after speaking with the instructor and B.A.L.S. Associate Dean, the student would like to appeal a B.A.L.S. (BLHS/BLHV) course grade further based upon procedural grounds, s/he may then submit a formal request to the Senior Associate Dean for Academic Affairs & Compliance and the Dean of the School of Continuing Studies for final review. The Senior Associate Dean will complete an investigation on behalf of the Dean. This process must begin no later than 90 days after the beginning of the semester following that semester in which the contested grade was received. Please note: This final level of appeal reviews the administrative handling of the appeal only. Neither the Senior Associate Dean nor the Dean of SCS will evaluate the academic merit of the work (such as re-grading a paper or test). The decision of the Dean is final and not open to further appeal. In the case of courses taught outside of B.A.L.S., SCS will follow the grade appeal procedures determined by the relevant department Chair and Georgetown School.

Pending Grade Appeal

A student may request a delay in imposing academic termination from the Senior Associate Dean for Academic Affairs & Compliance, because of a pending grade appeal that could change the student’s status. An approved delay allows the student to register while on termination. This request must be submitted by the student in writing to the Senior Associate Dean at least two weeks prior to the first day of classes of the semester in which the termination has been placed. Submission of a request does not guarantee approval will be granted.

If the grade appeal is successful, the official transcript is corrected and the student continues in classes. If the grade appeal is not successful, the student is required to stop attending all classes immediately. No record of registration for the academic period appears on a transcript and the student receives the appropriate refund as of the decision date.

Graduation

Earning the Bachelor of Liberal Studies degree requires a total of 120 credits, earned at Georgetown or else-where, with a minimum GPA of 2.0. These are divided among Core courses, concentration courses, and electives.

B.A.L.S. degrees are granted in May, August, and December. B.A.L.S. students contact the Associate Dean in their final semester to request and submit a Degree Application by Oct. 1 for December degree completion, Feb. 1 for May degree completion, and May 1 for August completion.

Financial Clearance

B.A.L.S. students must settle all financial obligations to the University—e.g., overdue tuition, library fines, and late fees—so that their account balance is $0 before submitting their thesis or completing their last course to be eligible to graduate and receive a diploma and final transcript. The financial clearance deadlines are Dec. 1 if completing the degree in December, May 1 if completing the degree in May, or August 1 if completing the degree in August.
Graduation Ceremonies

All graduates are awarded their degrees and diplomas at Commencement Exercises scheduled in May. Students whose degrees were posted earlier are encouraged to participate in the formal graduation ceremony in May of each year.